Draft Landscape Analysis by lever

CONFIDENTIAL WORKING DRAFT

JULY, 2018
The Landscape Analysis is a summary of existing field capacity to lead and sustain implementation of social, emotional, and academic development-related practices.

It is divided into multiple chapters based on specific implementation levers (e.g. pre-service training) that were identified through an initial round of ~70 interviews across the National Commission and its partners. Each chapter includes information on the capacity and current state of the field within a particular lever, any relevant ongoing initiatives, the largest gaps and areas of opportunity, and the types of field actors.

The Landscape Analysis is not intended to capture all initiatives or all actors that are involved in the space of social, emotional, and academic development; however it is an attempt to synthesize the most relevant opportunities going forward based on the existing capacity of major players in the space.
Primary inputs for analyzing field capacity

1. Quantitative measures related to scale and overall reach relative to market demand
   - E.g. % of districts or no. of students

2. Nature of existing capacity relative to need in the field
   - E.g. Topics, geographies, segments reached relative to need

3. Review of existing market analyses and reports
   - E.g. Education First, Social & Emotional Learning: Looking Back, Aiming Forward
   - E.g. CASEL, A National Scan of Teacher Preparation and Social & Emotional Learning
   - E.g. HGSE, Navigating SEL from the Inside Out

4. Analysis of philanthropic giving [note: this will be included in next version]

5. Qualitative input on field capacity from our interviews (including both Commission stakeholders and practitioners not affiliated with the Commission)
Several rounds of input contributed to this version of the Landscape Analysis

Output

Initial stakeholder interviews, research review

• ~70+ stakeholder interviews across Commission and its partners

Input

Implementation levers

• ~14 identified levers to drive implementation of practice, policy and research recommendations

Deeper analysis; additional interviews, research review

• Additional discussions and review of relevant research articles to identify opportunities

Draft Landscape Analysis and list of initial opportunities

• Landscape Analysis drafted and ~50+ opportunities identified across ~14 implementation levers

Stakeholder input on Landscape Analysis and opportunity prioritization

• Additional discussions with stakeholders on draft Landscape Analysis and prioritization of identified opportunities

Current draft of Landscape Analysis

• Current draft of Landscape Analysis will continue to undergo revisions

Today's version is a draft that will continue to be refined based on input.
Backup: Selection of reports used as input to Landscape Analysis

List not exhaustive - sample of reports used for Landscape Analysis
Some high-level takeaways from the Landscape Analysis

Strong demand and growing adoption
- Significant demand and growing adoption of social, emotional and academic-related initiatives
  - 700% increase in states with K-12 SEL competencies from 2011-2017\(^1\)
  - $21-47B\(^2\) spent annually on social and emotional learning in US K-12 public schools
- Favorable policies (ESSA), strong evidence of impact (e.g. 11% gain in academic performance\(^3\), $11 return on every $1 invested in SEL\(^4\)), deep resonance with educators, and newly available products and services likely all have contributed to demand

Need for exemplars and implementation knowledge
- Few current examples of what the Commission's recs articulate in their most comprehensive, integrated form (in system, school, or OST setting)
- Many settings with partial implementation - e.g., admin. of climate survey, or use of explicit social and emotional curricula
- Lack of field alignment on how to approach implementation progression, i.e., what steps are productive vs. those likely to fail or which conflict with a core principle (e.g., SEL-branded behavior management that perpetuates inequity)
- Challenge exacerbated by lack of research-based measurement tools at multiple levels

Significant field capacity-building opportunities
- Many opportunities to increase field capacity with the current momentum not sufficient to achieve the Commission's recommendations in most areas
  - Opportunities span all change levers including curricula and tools, measurement, place-based networks, pre-service and in-service training, technical assistance, advocacy, philanthropy...
- Building requisite capacity will require long-term commitment and collaboration across field

Benefits from strengthened field collaboration
- Nat'l Commission has been positive force for field alignment; however, plenty of field-aligning work remains to be done and still can bring more actors into the tent, e.g. aligning agenda with other change efforts such as Dignity in Schools
- Belief that a field-enabling structure that builds on Commission's momentum would aid implementation:
  - Ongoing ownership of Change Agenda & progress monitoring
  - Driving collaboration and building the coalition
- Additionally, a collaborating and expanded funder community is needed to help catalyze the field

\(^{1}\) CASEL's 2018 State Scorecard Scan, 2. The Scale of Our Investment in Social-Emotional Learning, Transforming Education, Sep. 2017 (Based on both (1) expenditure on SEL-related products and programs, (2) teacher time focused on SEL), 2. The Impact of Enhancing Students' Social and Emotional Learning: Meta-Analysis of School-Based Universal Interventions, Durlak et al., 2011, 3. The Economic Value of Social and Emotional Learning, Teachers College, Columbia University, Feb. 2015
Strong demand and growing adoption

Several conditions have contributed to supportive environment for social, emotional, acad. development...

Policy: ESSA providing increased flexibility to states on how to allocate resources and prioritize school time

Evidence: Mounting research and evidence on impact of social, emotional practices

Resonance with educators: 93% of educators think social, emotional learning is important for school experience, 87% think larger emphasis will improve outcomes

Available resources: Increase in curricula, tools and resources to support educators

However, some skepticism remains with parents: 48% concerned that the government will collect private information about their child, 43% think school should focus on academics

...leading to increased adoption of social, emotional, and academic-related practices across states, districts, schools and OST programs

<table>
<thead>
<tr>
<th>States</th>
<th>Districts</th>
<th>Schools / OST</th>
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<tbody>
<tr>
<td>40 state applications for ~5 original spots in CASEL's Collaborating States Initiative (CSI)</td>
<td>Expansion of CASEL's Collaborating Districts Initiative (CDI) from 8 to 16 districts</td>
<td>Used with 13M children / year</td>
</tr>
<tr>
<td>700% increase in states with K-12 SEL competencies from 2011-2017</td>
<td>CA Core districts use metrics related to student social, emotional learning and school climate</td>
<td>15M+ students have taken assessments related to social and emotional learning including school climate</td>
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</tbody>
</table>

Source: Ready to Lead (CASEL), The Scale of Our Investment in Social-Emotional Learning (Transforming Education), Developing Life Skills in Children (Learning Heroes/Edge Research), CASEL's 2018 State Scorecard Scan, Stakeholder Interviews for Landscape Analysis
Need for exemplars and implementation knowledge

Need for increased exemplars, alignment, and knowledge on implementation

Clear vision of what integrated implementation looks like in context

Understanding of entry points and implementation progression(s) from current state to future vision

Knowledge of how to implement in a way that supports equity

More research-supported measurement tools at all levels

Resulting pitfalls in execution, falling short of the vision articulated in Commission’s recommendations

- District superintendent lauds the widespread use of climate surveys as evidence of integrated approach
- School “does SEL” = ~1hr of teacher mindfulness/month

- School regularly administers a climate survey but staff do not know how to analyze the data or take action against the challenges that emerge
- District implemented explicit SEL instruction; what next?

- Teachers expected to engage community but receive no training on cultural competence
- School equates SEL with a behavior mgmt. program

- District lacks tool to assess system-wide implementation
- OST provider lacks ability to measure its impact on child social, emotional competencies in systematic way

Implementation capacity is an additional challenge, as discussed further on the next page
### Significant field capacity-building opportunities

#### Example areas of needed capacity across implementation levers

<table>
<thead>
<tr>
<th>School &amp; program design models, curriculum, and other tools</th>
<th>Continuous improvement systems, measurement and frameworks</th>
<th>Technical assistance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Few integrated curricula, esp. for HS and non-literacy subjects</td>
<td>Improved quality and reliability needed, esp. for assessments of student competencies</td>
<td>Limited reach of TA providers with expertise in change mgmt; demand exceeds supply</td>
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<tr>
<td>Limited reach of most successful school models</td>
<td>Approach to accountability remains inconsistent</td>
<td>Budget constraints and poor market information add further complication</td>
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<table>
<thead>
<tr>
<th>Place-based networks</th>
<th>Pre-service training</th>
<th>In-service training</th>
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<tbody>
<tr>
<td>Some emerging place-based networks focused on SEL, but reach is limited</td>
<td>Fraction of educators reached through programs that deeply integrate social, emotional content</td>
<td>Majority of PD delivered in-house; districts &amp; schools require expertise in both social, emotional integration and change management to drive successful implementation</td>
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<tr>
<td>A number of emerging place-based networks without SEAD focus</td>
<td>Some progress with certification assessment (e.g., edTPA)</td>
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<table>
<thead>
<tr>
<th>Public funding / advocacy</th>
<th>Philanthropic funding</th>
<th>Communications, advocacy and engagement</th>
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<tbody>
<tr>
<td>Many capable actors with expertise and capacity to support implementation of Commission’s policy recommendations</td>
<td>Current investments make up a fraction of Ed philanthropy; opportunity and need to significantly “grow the pie” by engaging funders with both social, emotional and academic development-related and adjacent interests (e.g., civil rights, academic achievement)</td>
<td>Disconnect across field on terminology for integrated social, emotional, acad. development</td>
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<td>Can further develop aligned agenda, partnerships w/ adjacent mvmts (e.g., Dignity in Schools)</td>
<td></td>
<td>Need for greater activation of local communities around social, emotional, academic development</td>
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Need for strengthened field collaboration

Today: Commission has been positive force for field collaboration and alignment

Since its inception in 2016, the National Commission has catalyzed collaboration and alignment across the field
- Reputation as a neutral space highlighted as explicit advantage for enabling diverse array of field leaders to collaborate (~50+ Partner organizations)
- Social, emotional, and academic development has gained awareness and been elevated on several partner agendas; and field-supporting work (e.g., the Taxonomy Project) has gained broader awareness more quickly

This progress notwithstanding, as described at right, there remains more work to do

Post-Report from the Nation: Continued opportunity to grow coalition and support the field

Belief that report alone will not catalyze lasting impact of Commission’s recommendations, and that ongoing coalition needed to support implementation
- Several potential roles and activities identified through stakeholder interviews

Opportunity to expand active membership of coalition to grow momentum and mitigate risk of being typecast
- Several potential types of organizations identified through stakeholder interviews, e.g. Civil Rights, Ed Reform, Business

Recognition that other organizations central to building local capacity should be supported to lead work across the field
Landscape Analysis framed around ~14 implementation levers identified through Commission's work and stakeholder conversations (I/II)

- **Encourage creation of new school models and enhance marketplace of integrated social, emotional and academic-related products and services, e.g. curriculum, technology, etc. to drive high quality implementation**

- **Create and roll out a broadened set of systems and tools for measurement of social, emotional and academic learning environments**

- **Expand supply of high quality technical assistance to districts and the out-of-school time sector, building implementation capacity**

- **Build capacity and buy-in of place-based networks and equip with resources to support local adaptation and implementation**

- **Redesign educator preparation programs to balance knowledge of standards with an understanding of youth development and transform vision for school learning environments**

- **Focus leadership and educator development providers’ programs more explicitly on developing adult capacity in social, emotional and academic domains**
Landscape Analysis framed around ~14 implementation levers identified through Commission's work and stakeholder conversations (II/II)

<table>
<thead>
<tr>
<th>Implementation levers</th>
<th>Public funding</th>
<th>Philanthropic funding</th>
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<tbody>
<tr>
<td>ivi</td>
<td>Promote increased and more flexible federal and state resources to support social, emotional and academic development</td>
<td>viii Coalesce and integrate catalytic resources around highest priority implementation opportunities and questions across practice, policy and research</td>
</tr>
<tr>
<td>x</td>
<td>Mobilize youth voice and leadership to actively drive national and local implementation agenda</td>
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<tr>
<td>xii</td>
<td>Coalesce and integrate catalytic resources around highest priority implementation opportunities and questions across practice, policy and research</td>
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<tr>
<td>xiii</td>
<td>Grow familiarity, alignment and commitment of families, parents, caregivers and grass-roots organizations in local communities through balance of local coalition building and high visibility public campaign(s) with clear, consistent messaging</td>
<td></td>
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<tr>
<td>xiv</td>
<td>Engage educators to spread best practices and awareness about social, emotional and academic development through social media engagement and educator-led networks</td>
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<tr>
<td>xvi</td>
<td>Engage and advocate to local, state and federal policy makers to enhance and create supportive conditions for implementation</td>
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<tr>
<td>xvii</td>
<td>Ensure social, emotional and academic development is prioritized on agenda of major national and regional associations within the education and OST sectors</td>
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<tr>
<td>xvi</td>
<td>Develop knowledge hub to convene and share resources across the field and encourage ongoing collaboration and continuous improvement</td>
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Specific questions addressed for each Landscape Analysis implementation lever

Levers under consideration...

i. School & program design models, curriculum, and other tools
ii. Continuous improvement systems, measurement and frameworks
iii. Technical assistance
iv. Networks
v. Pre-service training
vi. In-service training
vii. Public funding
viii. Philanthropic funding
ix. Communications, advocacy and engagement

...With uniform set of questions to be answered for each

Current landscape:
- Are there existing organizations in the field actively pursuing outcomes related to social, emotional, and academic development (or something similar) today? If so, who and what are they doing? What is the overall capacity and what are the key gaps?
- Are there other promising means of activating the field in this area? (E.g., large and/or particularly effective organizations that are not currently focused on social, emotional, and academic learning, but could be)? If so, who and what are they doing?

Momentum including existing gaps and opportunities
- Is the current momentum in the field likely to fulfill the Commission’s recommendations within a reasonable timeframe?
- If no, what is the nature of the likely gap between the recommendations and the field’s momentum? (E.g., existing organizations doing good work but sub-scale relative to the need) What are barriers to closing the gap?

Grounding in Commission’s recommendations:
- What are the relevant Commission recommendations (across policy, practice, research)? Are there priorities among the recommendations?
- Based on the recommendations, stakeholder interviews or other priorities and ongoing work of the Commission, what is the gist of what needs to happen in this area?
# Landscape Analysis: synthesis of opportunities (I/VI)

<table>
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<tr>
<th>Lever</th>
<th>Current field capacity</th>
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<tbody>
<tr>
<td>i</td>
<td>School &amp; program design models, curriculum, and other tools</td>
<td>There are many evidence-based models for explicit instruction, though fewer in HS. There are few social and emotional-integrated curriculum options in core academic subjects. There are some promising whole school models (e.g., EL, Valor), but their reach is limited. While there are emerging exceptions, there is currently limited collaboration across school and OST environments, and fewer resources (formal curricula) and/or efforts to codify the skills taught and impact achieved in OST settings.</td>
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<tr>
<td>ii</td>
<td>Continuous improvement systems, measurement and frameworks</td>
<td>There is high demand for formative assessments related to social and emotional competencies, however there are several challenges around quality and reliability of supply, and around implementation. Further R&amp;D is needed. There are multiple organizations and collaboratives working on R&amp;D efforts to bridge existing gaps in measurement. The approach to and perspective on use of social, emotional, and academic-related measurement for accountability is inconsistent across the field.</td>
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## Landscape Analysis: synthesis of opportunities (II/VI)

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| **Technical assistance** | Several TA providers exist with varied types of expertise in social, emotional, and academic development (e.g. adult capacity, specific products and tools, etc.) | • Support sector-wide learning on effective systemic TA model(s) that provide holistic change management expertise to districts (currently CASEL is one of few providers in this space)  
• Build capacity of selected high-quality TA providers focused on holistic district change  
• Reduce barriers to entry for change management organizations that operate successfully outside of Ed  
• Create supportive conditions under which existing and new TA providers can have more sustained and meaningful impact - e.g. woing in close coordination with place-based networks |
| **Networks and learning communities** | There are some emerging place-based networks focused on social, emotional, and academic learning (e.g. Student Success Network in NYC) and others that cross geographies (e.g. CASEL CDI), however these are limited in scale | • Facilitate wider adoption of social, emotional, and academic development by place-based networks and learning communities, via (1) growing existing social, emotional, and academic-focused networks, (2) supporting creation of new networks in communities not currently reached, (3) encouraging existing networks not focused on social, emotional, and academic development (e.g., those in Strive network) to adopt it into their agenda  
• Continue to study and publicize essential elements of high functioning place-based networks |

There are multiple challenges in developing a robust market for TA services, including public budget constraints and poor market information.
## Landscape Analysis: synthesis of opportunities (III/VI)

<table>
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<tr>
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</table>
| **Pre-service training** | Some educator preparation programs are emphasizing social, emotional, and academic development and there are some place-based partnerships that bridge preparation and practice, but these programs collectively serve a fraction of educators entering the classroom and leadership roles. Progress has been made to reform certification assessments to emphasize more holistic set of teacher skills, e.g. edTPA. Pre-service is historically a difficult segment in which to effect large-scale change. | • Support organized policy effort to impact licensure requirements within each state for both front-line educators and leaders.  
• Support organized, large-scale effort to engage most prominent front-line educator and leadership preparation programs on bringing content related to adult and youth social, emotional, and academic development to forefront of reform agenda.  
• Promote continued efforts to expand adoption of teacher and leader certification assessments that emphasize relevant skills and competencies. |
| **In-service training** | A large majority of in-service training is delivered in-house by districts and schools. Among external providers, the field is highly fragmented. Several providers emphasize social, emotional, and academic development-relevant competencies, many attaching training to specific products or services. Some interviewees perceived that demand for social, emotional, and academic training exceeds quality supply. Interviewees also shared that PD requirements often drive prioritization of other topics. | • Support 3rd party PD providers for front-line educators and leaders to continue to expand services related to social, emotional, and academic development and improve quality of services (e.g. inclusive of 7 features of effective PD from LPI study).  
• Support front-line educators, school and district leaders, and 3rd party PD providers in better integrating PD and tools into a more systemic and lasting implementation of social, emotional, and academic development (i.e., improve coherence).  
• Expand leadership programming focused on change management.  
• Advocate for less restrictive PD requirements to enable schools and districts demanding social, emotional, and academic content to prioritize it.  
• Engage with the large market of PD providers adjacent to the existing field to increase emphasis on evidence-based social and emotional content. |
## Landscape Analysis: synthesis of opportunities (IV/VI)

<table>
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<tr>
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</tr>
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<tbody>
<tr>
<td>vii</td>
<td>While there is much work yet to be done, the overall policy context for SEAD has become more favorable under ESSA</td>
<td>• Develop advocacy strategy and engage existing field actors around efforts to drive the implementation of the Commission’s policy recommendations at the federal, state, local levels</td>
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<td></td>
<td>The Commission’s policy recs outline a set of changes needed in the field and there are capable policy-focused organizations and networks leading related initiatives today</td>
<td>• Build greater consensus across field around appropriate path forward on accountability. In parallel, solidify coalition to support assessment &amp; accountability policy efforts across states</td>
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<td></td>
<td>There are many orgs that have an elevated understanding of social, emotional, and academic dev. due to their involvement in the Commission, however there is opportunity to further align and activate the field</td>
<td>• Support development of state-level TA model(s) that have expertise and capacity to create supportive conditions for SEL at scale and are sustainable</td>
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<td></td>
<td></td>
<td>• Expand policy agenda and coalition to be inclusive of and integrated with policy agendas of other related change efforts, e.g. Dignity in Schools</td>
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<tr>
<td>xii</td>
<td>Engage and advocate to local, state and federal policy makers to enhance and create supportive conditions for implementation</td>
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<td></td>
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<tr>
<td>xiii</td>
<td>There are many philanthropic organizations committed to investing in social, emotional, and academic development with some exclusively investing in this space. There are also multiple funder networks aiming to better align efforts and magnify impact</td>
<td>• Increase philanthropic resources committed to social, emotional, and academic development by engaging (1) Funders currently invested in social, emotional, and academic development but in relatively small proportion to their broader portfolio, (2) Funders with adjacent interests (e.g. personalized learning), (3) Current or potential funders outside of existing established funder groups, with some social, emotional, and academic- development-related interest</td>
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<td></td>
<td>However, these investments make up a small percentage of total Ed philanthropy and the needs for catalytic investment to build field capacity are great. Therefore efforts to “grow the pie” of involved funders and total funding are critical</td>
<td>• Leverage existing funder collaborative structures to drive continued collective engagement and potentially greater funder collaboration around priority needs and opportunities in the field</td>
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*Preliminary*
### Landscape Analysis: synthesis of opportunities (V/VI)

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<th>Lever</th>
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<tbody>
<tr>
<td><strong>Lever 1: Youth voice and leadership</strong></td>
<td>Programs to place youth in a central role in driving change tend to be highly localized, though there are exceptions (e.g., Aspen Youth &amp; Engagement programs) The Youth Commission has contributed significantly to the development of the Commission’s recommendations</td>
<td>• Encourage partners and providers to create influential roles for youth within their own organizations to provide input and support decisions • Showcase examples of school models and/or OST programs where youth voice is provided a central leadership role • Ensure student voice and leadership remain central to any go-forward efforts of the Commission following the release of the report</td>
</tr>
<tr>
<td><strong>Lever 2: Local coalition building and high visibility public campaigns</strong></td>
<td>There are likely many small, disparate efforts across communities working to elevate the emphasis on social, emotional, and academic learning in local settings; there are also several initiatives at the state level</td>
<td>• Create and/or aggregate communications resources to support parents and local leaders to drive and advocate for change in local communities related to social, emotional, and academic development • Create and/or aggregate communications resources to support partner organizations in explaining and promoting social and emotional practices to stakeholders (Work is currently underway by Commission communications team) • Promote greater collaboration across existing grass-roots efforts through new and/or strengthened place-based networks • Ignite deeper awareness about and enthusiasm for social, emotional, and academic development through an organized and coherent national communications effort</td>
</tr>
<tr>
<td><strong>Lever 3: Educator engagement via networks and social media</strong></td>
<td>Technology is transforming how teachers collaborate – many channels and networks exist for teachers to share and collaborate, several of which are explicitly focused on social and emotional learning (e.g., Sevenzo) However, organized grass-roots social engagement of teachers is still in its infancy, with particular platforms and approaches fluctuating in their reach and impact</td>
<td>• Develop and execute strategy to disseminate recommendations and best practices related to social, emotional, and academic development across educator-led social media forums and networks</td>
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### Aligning and convening the field

The National Commission has been broadly successful at building a strong and diverse coalition, and is perceived as an inclusive and relatively neutral convener. Stakeholders suggest several additional areas in which the coalition can continue to broaden and deepen.

In addition to the Commission, several existing organizations in the field play significant aligning and convening roles at various levels (though none fills the same role as the Commission).

Most stakeholders see need for an ongoing field-aligning convening role, building on the Commission’s momentum.

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<td>The National Commission has been broadly successful at building a strong and diverse coalition, and is perceived as an inclusive and relatively neutral convener. Stakeholders suggest several additional areas in which the coalition can continue to broaden and deepen. In addition to the Commission, several existing organizations in the field play significant aligning and convening roles at various levels (though none fills the same role as the Commission). Most stakeholders see need for an ongoing field-aligning convening role, building on the Commission’s momentum.</td>
<td>• Communicate about and engage on a vision and recommendations for what is needed (i.e., recommendations in Report from the Nation) • Create space for field leaders to come together and build both alignment and relationships • Continue to broaden and strengthen the coalition of organizations engage in the space • Exert influence on the broader education ecosystem (e.g., influencing associations) • Ensure the core values of the Commission continue to influence how the work in the field is done (e.g., inclusive, multi-disciplinary, emphasis on student voice…) • Track progress across the field and lead ongoing prioritization process for field • Facilitate knowledge capture and exchange (e.g., online platform for resource sharing)</td>
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Landscape Analysis deep dives by lever
For each deep dive, several sections of information are included:

1. Overview of current field capacity
2. Gap and opportunity analysis
3. Additional data and rationale
4. Types of key field actors
i. School & program design models, curriculum, and other tools
This section is divided into parts a-d, based on the taxonomy below

<table>
<thead>
<tr>
<th>Part</th>
<th>Category</th>
<th>Subcategories</th>
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<tbody>
<tr>
<td>a</td>
<td>School-based programs and curriculum</td>
<td>Direct instruction of social and emotional skills, Embedded teaching of social and emotional skills into academics, Curricula and tools to promote safe and relationship-based environments</td>
</tr>
<tr>
<td>b</td>
<td>Curriculum aggregators and evaluators</td>
<td></td>
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<tr>
<td>c</td>
<td>School models</td>
<td>School pedagogies and partnership models, School operators</td>
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<tr>
<td>d</td>
<td>Out-of-school time providers (OST)</td>
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</tbody>
</table>
In-school programs and curricula | Overview of current field capacity

1. There are a plethora of curricular options available to support explicit social, emotional and academic instruction, for example:
   - Second Step is one of the leading, large scale providers of explicit, direct social and emotional instruction
   - Pearson offers SSIS SEL Edition, an evidence-based tool to assess and teach skills aligned to CASEL competencies
   - Sanford Harmony is a classroom social and emotional learning program developed by National University to improve learning environments through increased communication and enhanced relationships; includes teacher training, implementation support, and the Sanford SEL app
   - Some organizations, e.g. PERTS, are involved in multiple activities across the social emotional learning chain; they have growth mindset and social-belonging programs for K-12 and higher ed, but are also involved in applied research, bridging the gap between research and practice, and integration into teaching practices

2. There remains an opportunity for more integration of social and emotional skills into academic content particularly in higher grades and across non-literacy focused curricula, and traditional education publishers and curriculum providers are beginning to enter this market
   - There are some integrated curricular options, which are predominately focused on literacy curricula, e.g. 4R’s, and history, e.g. Facing History and Ourselves, leaving a gap in math and science-related social, emotional, and academic instruction
   - HMH, a traditional education curriculum provider, has incorporated social emotional learning into some academic content, e.g. Big Day for Pre-K, Read180
   - While not a traditional publisher, EL Education’s integrated, open source ELA curriculum has widespread use (40k teachers in 44 states)
   - Given the long timelines and political challenges associated with new curricula adoption, there should also be more supports to help teachers examine existing curricula for teachable social and emotional learning opportunities

3. There are many programs and tools adjacent to formal curricula that present opportunities for deeper integration of social, emotional, and academic development into schools and classrooms
   - Edtech tools show promise for large-scale impact on classroom climate, e.g. ClassDojo is the most widely-used behavioral management app
   - Several national programs including the Advancement Project and the National Opportunity to Learn Campaign are promoting the use of restorative justice programs to reduce student conflict in classrooms and minimize disciplinary measures
   - There are also opportunities to embed social and emotional learning more intentionally and holistically into non-academic school programming, e.g. art, sports, physical education, which are often team and project-based, naturally lending themselves to incorporation of these skills

4. There are ample opportunities for social, emotional, and academic development interventions to be mutually reinforcing with equity however at times the application of programs and tools reinforces stereotypes about race, or socioeconomic status, e.g. Using SEL tools exclusively for “discipline” problems and behavior management
In-school programs and curricula | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission’s recommendations within a reasonable period of time?

Maybe

If no / maybe, what is likely gap between the recommendations and the field’s momentum? Why?

There are many explicit instructional options, several of which have been vetted by CASEL, determined to be high-quality, and are aligned to the goals of social, emotional, and academic development; however more widespread adoption of these products would help drive the movement.

Few integrated curricula exist, demonstrating a need for more products that integrate social, emotional and academic-related skills into academics rather than teaching them as explicit, separate competencies (EL curricula one of handful of existing examples)

In addition, social, emotional and academic-related curricula integrated into academics is focused mostly on literacy and history vs. math or science, as well as younger grades

Finally, emerging curricula and ed tech tools require more quality reviews and evidence of effectiveness (see more details on curriculum aggregators and evaluators)

What are key opportunities in this area to advance the field?

Develop more options that integrate social and emotional skills into academic content, with focus on higher grades and STEM subjects. Large publishers represent opportunity to reach greater scale

Develop more options to systematically integrate social and emotional skills outside of core-content subjects, e.g. arts, music, sports

Expand tools that enable local integration of social and emotional skills into existing curricula

Lead continued push for greater breadth in review and evaluation of content (e.g., review of core academic curricula with social, emotional, and academic lens)
## In-school programs and curricula | Reach of current approaches

### Scale of existing curricula

<table>
<thead>
<tr>
<th>Selected programs</th>
<th>Reach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Step</td>
<td>13M children/year</td>
</tr>
<tr>
<td>RULER</td>
<td>Implemented in thousands of schools</td>
</tr>
<tr>
<td>EL Education curricula</td>
<td>Downloaded 8.7M times</td>
</tr>
<tr>
<td>MindUP program</td>
<td>Taught on 5 continents and 12 countries; program has been used with 6M children</td>
</tr>
<tr>
<td>Class Dojo</td>
<td>In 90% of U.S. K-8 classrooms, reaches 10M kids/day; translated into 35 languages and used in 180 countries</td>
</tr>
</tbody>
</table>

### Focus of existing integrated curricula\(^1\)

<table>
<thead>
<tr>
<th>Grade level focus</th>
<th>ELA/Literacy</th>
<th>Math</th>
<th>Science</th>
<th>History/Social Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary (K-5)</td>
<td>4</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle (6-8)</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>High (9-12)</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

\(^1\) Curricula included in table are: 4Rs (ELA, PreK-8); RULER (ELA, K-8); EL (ELA, K-8); Facing History and Ourselves (SS, 6-12); Reading Apprenticeship (Reading, History, Science, 6-12), San Francisco Unified School District PK-12 math curriculum, Read180 (ELA, K-12)

Few integrated option at HS level and for math and sciences
In-school programs and curricula | Field actors

Direct instruction of social and emotional skills

Products used to deliver solely social, emotional and academic-related instruction through lessons, activities, units, etc. that are separate from other academic content

- Plethora of programs and individual lessons on social, emotional and academic topics, but difficult for practitioners to navigate, distinguish products & select classroom activities
- Most products teach social, emotional and academic-related skills explicitly; few products that integrate skills within academic subject areas
- Individual lessons easier to implement in classroom, but often not integrated with academic content
- Several large-scale curriculum providers also beginning to develop social emotional learning products

Embedded teaching of social and emotional skills

Products used to deliver social, emotional and academic-related instruction through lessons, activities, units, etc. that take the place of another academic subject (could be a full curriculum or an individual lesson)

Curricula and tools to promote safe and relationship-based environments

These curricula and programs aim to enhance learning environments and can come in many forms including:
- Technology, tools, and programs that increase parent, teacher, and student engagement and communication
- Technology, tools, and programs that help manage student behavior
- Discipline-related program models, e.g. restorative justice
- Programs that enhance school-based, non-classroom environments, e.g. recess
- Social justice programs to promote inclusive classrooms

Examples/Major players:

Explicit

- Teaching Tolerance
- Emote
- TEACHING TOLERANCE
- Emote

Integrated

- PATHS
- MindUp
- Brainology®
- Yale RULER
- The 4R’s
- FACING HISTORY AND OURSELVES
- READ180

- Character Lab
- PERTS
- 7 MINDSETS
- Sanford Harmony
- Sanford Harmony

In-school programs and curricula | Other scaled education programs not related to social, emotional, and academic development

Education publishers

Education publishers and curriculum providers reach millions of students, providing an opportunity for infusion of social, emotional, and academic skill development within traditionally-academic content, e.g. math, science

Examples/Major players:

Education technology

Plethora of new technologies to support learning including:

- Open source and lifelong learning, e.g. Khan Academy, Coursera
- Personalized learning, e.g. AltSchool, Knewton
- Foreign language programs, e.g. DuoLingo
- Communication tools for teachers and parents, e.g. Edmodo

Examples/Major players:
Curriculum aggregators and evaluators | Overview of current field capacity

1. While reviews and evaluations of social, emotional, and academic-related curricula and programs are highly-regarded, they are periodic and focused on a select number of explicit curricula, for example:
   - CASEL publishes Program Guides for Preschool and Elementary (2013) & Middle and High School (2015), which use frameworks to rate and identify evidence-based social emotional learning programs (focused on explicit instruction); programs apply to be reviewed in each cycle
   - The Wallace Foundation & HGSE authored a recent report titled “Navigating Social and Emotional Learning from the Inside Out: Looking Inside and Across 25 Leading SEL Programs: A Practical Resource for Schools and OST Providers”, which provides comprehensive program profiles for in-school curricular, in-school non-curricular, and OST programs (also focused mainly on explicit instruction)

2. There is a growing number of organizations that provide evaluations of a wider breadth of curricula online, but few that review social, emotional and academic-related materials, or examine the inclusion of social, emotional, and academic-related content in traditional academic curricula
   - E.g. EdReports has breadth and depth, conducting independent educator reviews of academic curricula to assess alignment to college and career ready standards and other quality indicators; the site has over 100 teacher reviewers and has been used by over 125 districts\(^1\) to adopt curricula, however it is focused on ELA and math curricula
   - In addition, only a few EdReports evaluation criteria reference social, emotional and academic skills, e.g. “curricula provide opportunities for students to collaborate with one another”

3. There is an emergence of websites and platforms that aggregate academic materials, but few that include a large quantity of high-quality social, emotional, and academic-related content
   - Teachers Pay Teachers is the world’s most popular online marketplace for educational materials with 5M teacher users/year, 3M resources available, and 1B resources downloaded to date; however, there are only ~6,000 results when searching for ”social and emotional”, making up 0.2% of the site’s total resources
   - Additionally, these sites are often difficult for practitioners to navigate and determine the quality of materials available, e.g. of the ~3,500 “social and emotional” results on Amazon Inspire, almost none have been reviewed by other users
   - However, if these challenges were addressed, curricula aggregators present a promising opportunity for access to a large quantity of (often) free or low-cost materials that support social, emotional, and academic development

\(^1\) How EdReports.org Helps Educators Identify High-Quality Materials (Bill & Melinda Gates Foundation)
Curriculum aggregators and evaluators | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission’s recommendations within a reasonable period of time?

Maybe

If no / maybe, what is likely gap between the recommendations and the field’s momentum? Why?

CASEL is the only social emotional learning expert that routinely evaluates and publishes guidance on curricula in the field. Expansion of curricular providers and programs may create strain on capacity however it is likely preferable to have fewer credible reviewing organizations (with expanded capacity) than many disparate reviewers.

Overall, more comprehensive and timely evaluation of social, emotional and academic-related curricula will promote use of high-quality content

What are key opportunities in this area to advance the field?

Lead continued push for greater breadth in review and evaluation of content (e.g., review of core academic curricula with social, emotional, and academic lens)

In addition, evaluations of traditionally academic materials, e.g. ELA and math, should incorporate criteria that focus on the development of social, emotional and academic-related skills and competencies
Evaluate and review curriculum for alignment and quality

Services that review, rate, and evaluate curricular materials and programs, including measuring alignment to standards or quality criteria
- Larger scale curriculum and program review sites not geared exclusively towards social, emotional, and academic learning
- Limited funding dedicated to reviewing the quality of social, emotional, and academic programs
- Limited capacity to review curricula and programs on an ongoing basis

Examples/Major players:

Aggregate and compile curricular resources

Platforms and/or services that compile and organize curricular materials to help practitioners find relevant, high-quality resources
- Several platforms that compile curricular materials, including sites where teachers can contribute content
- Increasing number of platforms as the Open Educational Resource (OER) movement grows
- Sites often contain a lot of content that may be difficult to navigate, and have questionable quality
- Sites can range from user generated (allowing anyone to upload materials) to curated (with relevant materials selected for inclusion)

Examples/Major players:
School and program design models | Overview of current field capacity

1. There are several examples of school models (both operators and partnership models) that emphasize social, emotional and academic-related skills in various ways, such as:
   - EL Education partners with over 150 schools in 30 states to implement curriculum, improve instruction, and change school culture; promotes Character as one of the three key elements of student achievement, focusing on mindsets, ethics, and citizenship
   - Valor Collegiate has two academies in Nashville that promote Balanced Education; student learning is driven by the "Valor Compass" that emphasizes students’ development of "sharp minds, big hearts, noble purpose, and aligned actions", with substantial resources devoted to social-emotional skills
   - KIPP, the largest charter network operates 209 schools and has character education as a key component of its approach; developed in conjunction with Angela Duckworth, KIPP's character framework emphasizes grit, zest, optimism, self-control, gratitude, social intelligence and curiosity
   - Turnaround for Children leverages neuroscience and science of adversity to provide trauma-informed education to disadvantaged youth; the organization partners with 13 schools in New York City, Newark, New Jersey and Washington, D.C., and serves more than 5,000 students and 600 educators

2. There is a lack of clarity around what exactly "good" look like and relatively few examples of models that fully exemplify what is outlined in the Commission’s recommendations
   - Many existing models compartmentalize social and emotional learning as an isolated topic rather than integrating it into academics and the school culture (as envisioned by the Commission's recommendations)
   - Large percentage of school leaders believe they are implementing social, emotional and academic-aligned initiatives, e.g. administering school culture survey, but have no explicit or integrated curricula to develop these skills; thus only a fraction of students actually receive rigorous social, emotional and academic instruction
     - Only 25% of principals are implementing social emotional learning initiatives that are high-quality according to CASEL standards¹

3. Even among promising models, it is difficult to scale with fidelity and implementation is often inconsistent
   - The abundance of social emotional learning frameworks and curricular options, including both explicit and integrated approaches, has caused a lack of coherence in social emotional learning implementation across sites
   - Implementation is occurring in pockets, with principals reporting schoolwide implementation most likely to be in elementary (41%) and urban (41%) settings (vs. 25% high school and 31% small town/rural)²
   - There is a lack of middle and high school-based social and emotional learning programs, and most are simply revisions of elementary content rather than new, developmentally-appropriate designs

¹,² Ready to Lead (CASEL)
School and program design models | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission’s recommendations within a reasonable period of time?

No

If no / maybe, what is likely gap between the recommendations and the field’s momentum? Why?

While several strong examples and pockets of innovation exist, the majority of students are not receiving high-quality, social, emotional and academic-focused programming through their schools.

More models of what the Commission is recommending are needed.

Assuming exemplar models emerge, scaling is also a challenge. Leading school operators and partnership networks have been slow to scale, capping out around ~200 schools. Experience to date suggests that school models alone cannot drive consistent, national implementation of integrated social, emotional, and academic development. They represent one lever alongside other changes that are needed.

A greater infusion of resources from both public and philanthropic domains would enable expansion of high quality models.

What are key opportunities in this area to advance the field?

Expand number and reach of high-quality integrated school models

Expand social and emotional content in “adjacent” school models - e.g. integration of social and emotional learning into personalized learning models

Provide supports to school operators and partnership models to evolve their constructs to more holistically integrate the Commission’s recommendations into their practices
School and program design models | Reach of current approaches

Investment in developing students' social and emotional skills is high

- Est. total annual spending on social emotional learning in U.S. K-12 public schools: $21-47B
- Est. annual spending on social emotional-related products and programs: $640M
- Est. annual spending on teachers' time dedicated to social emotional learning: $20-46B
- Est. hours per week that teachers spend on social emotional learning (~8% of working time): 4.3
- Number of students attending schools in the CDI, where social emotional learning is being implemented district-wide: 900k
- Number of students in CA's CORE districts (more that 15% of students in the CA K-12 system): 1.1M

Yet strength of implementation varies, with majority of schools lacking systematic implementation of social emotional learning

- Of principals had a plan for teaching SEL and had implemented it schoolwide: 35%
- Of principals had a plan for teaching SEL and had partially implemented it: 38%
- Of principals say that all teachers in their school teach SEL skills: 25%
- Of teachers say their school is working to support students' SEL skills: 88%
- Of teachers say their school has a systematic way of teaching these skills: 44%

Source: Ready to Lead (CASEL), The Scale of Our Investment in Social-Emotional Learning (Transforming Education)
School and program design models | Scaling examples

KIPP:

Number of KIPP schools and students, by year

1993
10 schools in NYC, Boston, Portland (ME), Denver, and Dubuque

2018
152 schools in 30 states with 50,000 students

Source: Understanding the Effect of KIPP as it Scales (Mathematica)
School and program design models | Field actors

School pedagogies
Philosophies and theories about teaching and instructional strategies that are applied across a large number of schools and align with social, emotional and academic-related principles

- Thousands of schools that follow these alternative teaching styles
- Some demonstrated evidence of improved social and emotional skills over traditional school settings

Examples/Major players:

School partnership models
Organizations that have implemented their social, emotional and academic-related programming or curricula across multiple sites, creating a network of schools that follow the same model

- Increasing number of new organizations applying their curricula and teaching frameworks to improve school environments, meet the needs of disadvantaged students, and improve non-cognitive skills

Examples/Major players:

School operators
Public or charter school organizations that embed social, emotional and academic-related curricula across all school sites

- Many operators, concentrated in the charter sector, that emphasize non-cognitive skills as key elements of school culture and climate

Examples/Major players:

Individual schools
Single schools that have demonstrated successful prioritization and implementation of social, emotional and academic-related instruction and programming

- Limited publicized models of small-scale implementation efforts

Examples/Major players:

Individual schools not the focus of this analysis

More SEAD-focused

Less SEAD-focused

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Out-of-school programs and curricula | Overview of current field capacity

1. There is an abundance of large-scale OST providers that have focused since inception on promoting the development of social, emotional and academic-related skills in youth
   - Large-scale youth development organizations have massive reach and implicitly emphasize social, emotional and academic-related skills, e.g. YMCA serves 9M youth/year, Boys and Girls Club 4M youth/year, Boy Scouts 2.8M youth/year, Girl Scouts 2.6M youth/year

2. Compared to schools, there are relatively fewer attempts to codify social, emotional and academic-related learning and practices for the out-of-school space, demonstrating a gap in products tailored to this setting. Additionally, many OST providers have been slow to measure program impact on participants in a systemic way
   - Many OST providers acknowledge that they are focused on skills that might be characterized as social and emotional learning, but use different terminology or have difficulty untangling general youth development from specific social and emotional skill development
   - WINGS is largest formal curricula; its afterschool programming currently reaches 1,600 students per year, 11,000 students to date, and plans to reach 16,000 per year by 2020
   - As one example of an existing effort, The Forum for Youth Investment is currently working with OST providers, including the Boys and Girls Club, to help programs define the specific skills they are aiming to develop and then supporting them to more strategically measure and partner with schools in pursuing these outcomes

3. Increased efforts to build stronger partnerships between schools and OST programs to bridge the gaps in skill development would create a more seamless learning continuum across all youth settings
   - E.g. CORE districts are working to close gap across school and OST- they are receiving support from the S.D. Betchel Foundation for the Expanded Learning 360/365 project, which is aligning social emotional learning programs and measuring outcomes across the school day and extended learning settings in 9 districts
   - E.g. 21st Century Summer Learning Programs, funded by Congress, are held at sites across the country, many of which attempt to coordinate in-school and out-of-school time across campuses
   - E.g. Citizen Schools examines how its teachers spend time across the in-school and OST settings
   - There are numerous traditionally-academic OST settings that have the potential to be infused with social, emotional and academic-related content, e.g. Reading Partners serves over 11,000 students per year through 225 partner school
Out-of-school programs and curricula | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission's recommendations within a reasonable period of time?

No

If no / maybe, what is likely gap between the recommendations and the field’s momentum? Why?

OST lacks the formalized social and emotional learning opportunities and resources characteristic of in-school settings. In addition, existing youth organizations help students develop social and emotional skills, but often not with the depth and intentionality recommended by the Commission.

To address this gap, the field needs more supports tailored to out-of-school settings complemented by strong technical assistance for OST settings to support implementation (see technical assistance). Additionally, the field should engage these youth organizations (as well as strictly academic OST settings) and encourage them to embed more explicit social, emotional and academic skills into their programming.

Finally, there is a need for more cross-collaboration between in- and out-of-school settings to promote seamless development of social, emotional and academic skills.

What are key opportunities in this area to advance the field?

Support OST programs to codify skills and make intended outcomes more intentional and explicit.

Expand programming and increase supports (e.g. improved TA) that strengthen social, emotional, and academic-based programming for OST providers, including effective tools for measurement.

Grow mechanisms and resources to promote stronger collaboration across school & OST providers.
Out-of-school programs and curricula | Wallace Foundation In-School and OST Collaboration

Goal
Build stronger partnerships between schools and OST providers to create seamless learning opportunities across all settings, by -

• Streamlining the language used
• Creating consistency of standards
• Engaging in joint planning efforts
• Sharing staff across in-school and OST settings
• Implementing instructional coaching across in-school and OST settings

Program
Partnering with 38 campuses in 6 cities called "SEL Laboratories" (Tulsa, Takoma, West Palm Beach, Dallas, Denver, Boston) to facilitate collaboration between in-school and OST providers through -

• Helping OST providers, e.g. Boys and Girls Club, articulate the SEL practices that already exist and make them explicit
• Helping teachers and other adults implement integrated SEL instruction to create rich learning environments
• Out of school time intermediaries (OSTI) lead the work and OST Instructional coaches work with 5-6 schools to conduct planning meetings with teachers and OST staff, observe, and coach
• Grants are for a 6-year initiative, with initial grants of $1-1.5M per district/OSTI pair, and implementation phase beginning in September
• Participating cities receive non-monetary benefits including convenings, technical assistance, and support for continuous improvement and communications
• Will impact 30,000 K-6 children in 76 schools over the six-year period
Out-of-school programs and curricula | Field actors

Social, emotional and academic-related programs & curricula

Tools and products used to deliver social, emotional and academic-related instruction to students outside of school through formal curricula and content
- Few products and curricula tailored to out-of-school settings
- Minimal work (except Wallace-funded report) on how to adapt in-school social emotional learning programs to out-of-school settings

Examples/Major players:

Non-academic focused out-of-school providers

Out-of-school program providers that broadly focus on youth development and improving children’s social and emotional skills (even if not explicitly)
- Many large-scale providers working to enhance youth outcomes, improve character, and support children
- Many emphasize non-cognitive skills without explicitly referencing social and emotional learning

Examples/Major players:

Academic focused out-of-school providers

Out-of-school program providers that primarily focus on improving children's academic-related skills
- Many programs that focus on strictly academics, sports, recreation, music, art, religion, etc. without emphasizing social, emotional and academic-related skills

Examples/Major players:

Organizations that support out-of-school providers

Organizations that help ensure children are connected to and have access to high-quality OST learning environments
- Several organizations provide funding, capacity-building, advocacy, and research support to enhance the effectiveness of afterschool and OST providers

Examples/Major players:
ii. Continuous improvement systems, measurement and frameworks
Measurement and assessment | Overview of current field capacity (I/II)

1. There is strong demand and growing use of SEAD-related measurement and assessment tools, particularly those related to school climate, derived from both a more decentralized policy environment enabled by ESSA and strong pull from educators at all levels
   - Both the abundance of resources available and greater acceptance of the use of climate-focused tools for continuous improvement or school and district accountability have led to accelerated adoption
   - Measurement and assessments on social and emotional learning (primarily around school climate) were administered with over 15M youth and at least 28 states including some SEL indicator (either direct or indirect) in their ESSA plans and continued push for broader adoption of climate surveys is largely viewed as beneficial by the field
   - DE School Climate Survey cited by 3 states in ESSA plans - Illinois, Nevada, and New Mexico - with many additional districts and schools using the resources
   - CA CORE districts use a School Quality Improvement Measurement System, which includes metrics related to social and emotional learning and school climate. School performance on these assessments comprise 8% of overall CORE accountability evaluation

2. Conversely, there are fewer resources available and more polarized attitudes about assessments that evaluate student and teacher social and emotional competencies
   - There is good reason to attempt to measure student and teacher SEL competencies for purposes of driving continuous improvement in practices
   - However, the development of these assessments (including the science that supports them) is in its infancy and it is widely agreed that continued R&D and capacity building are required to improve overall effectiveness
   - A number of challenges exist related to the expansion of these products and tools:
     - Underlying data generated face limitations, with both validity (do not measure what purported to measure) and reliability (not consistent)
     - Abundance of terms and frameworks used make tools difficult to design and navigate - some frameworks use similar language to mean different things whereas others use different language, leading to confusion across the field on what to teach and how to measure it
     - Different tools have different levels of connection to a broader framework for developmental progression; in some cases, connection is very limited
     - Teacher-reported and behavioral assessments are often time consuming and costly to administer, and student-reported assessments are often seen as less reliable
     - Parents and others have expressed broader concerns over how information will be used to categorize and label students

Source: Education First, SEL Looking Back, Aiming Forward, BCG Analysis; Note: Frameworks assessment separately through Taxonomy Project
Despite policy advancements in individual states, stakeholders suggest there is an opportunity for greater national leadership and alignment across states on where accountability and measurement policy should and should not go - with broad consensus that these assessments (especially those related to assessing student SEL competencies) should not (at the moment) play a role in accountability:

- Field largely aligned that measurement tools should not be used for high-stakes student-level measurement any time soon; however, broader question of how to approach accountability and whether broader measures (e.g., school climate) might be used remains a source of debate

Additionally, the abundance of data now available is widely under-utilized; schools would benefit from more coaching and support to use the information to make effective instructional and administrative decisions:

- Ultimately the end goal is not the administration of assessments or mass adoption of particular product, but instead should be focused on equipping districts, schools and teachers with the right information and tools to drive improvements in their practices to better meet the needs of all students

These challenges are broadly recognized across the field with several efforts underway to bring improvements:

- The Taxonomy Project aims to create a platform that will showcase points of alignment and divergence across the social and emotional learning frameworks in order to identify common ground and see distinctions between frameworks
- A handful of collaborative networks exist to bring together multidisciplinary actors to drive improvements to social and emotional measurement tools. For example, MeasuringSEL (led by CASEL and RAND) is focused on describing existing social and emotional frameworks, creating an Assessment Guide for educators and designing new assessment tools
Is the current momentum of the field likely to fulfill the Commission’s recommendations within a reasonable period of time?

Maybe

If no / maybe, what is likely gap between the recommendations and the field’s momentum? Why?

While R&D efforts will likely take time to deliver tangible tools for the field, the need is clearly identified and there are several initiatives currently working to address measurement gaps that exist, e.g.,

- The Taxonomy Project
- Multiple collaborative networks committed to improving the reliability and accuracy of assessments related to social and emotional competencies such as MeasuringSEL and FCIM

However, (1) no clear coalition or organization leading assessment and accountability policy efforts nationally, with disparate efforts on state-by-state basis; (2) vision for stronger research-practice integration in very nascent stages

What are key opportunities in this area to advance the field?

Develop greater understanding and alignment in similarities and differences across terms and frameworks (currently underway, the Taxonomy Project)

Expand adoption of assessments focused on school climate

Continue current efforts to create improved assessments (including those focused on student SEL competencies) with proven validity and reliability

Develop more robust supports to districts and schools for effectively using the data collected to improve practice

Build greater consensus across field around appropriate path forward on accountability. In parallel, solidify coalition to support assessment & accountability policy efforts across states

Create buy-in and investment in vision of stronger research-practice integration
Measurement and assessment | Reach of current approaches

Based on state ESSA plans, majority of states adopting indicators related to social, emotional learning, with 50% using only indirect measures\(^1\)

Over 15M students have taken assessments related to social, emotional learning (for context: ~50M public school students in US)

### Overview

| Platform that enables assessment of student SEL-skills, with access to associated Playbook | Has been administered across 500 districts and 8,500 schools to 7M students |
| Survey designed to measure changes in school organization, provides actionable reports | Has been administered across 6,000 schools to over 5M students, teachers & parents |
| Survey assessment for K-12 to measure teaching practices, student engagement & school climate | Has been administered to 3M students |
| Assessment, planning and evaluation tool for programs, including OST, that integrate social and emotional learning | Currently used in ~260 programs with a reach of 10K students |

### Reach

<table>
<thead>
<tr>
<th>No. of states</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indirect SEL indicators</td>
</tr>
<tr>
<td>Direct SEL indicators</td>
</tr>
<tr>
<td>Indirect AND direct indicators</td>
</tr>
<tr>
<td>Not using SEL indicator</td>
</tr>
<tr>
<td>Not analyzed</td>
</tr>
</tbody>
</table>

1. 31 State ESSA plans analyzed, 14 used only indirect indicators based on plans out of 28 that used SEL indicators

Source: Education First, SEL Looking Back, Aiming Forward, BCG Analysis; Note: Frameworks assessed separately through Taxonomy Project

Note: Indirect indicators defined as chronic absenteeism, post-secondary/ career readiness, Direct indicators defined as school climate, student discipline or access to / participation in extracurricular

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Measurement and assessment | Federal and state actors

National policy, accountability and assessments

Every Student Succeeds Act (ESSA) requires state education agencies to implement statewide assessments
- ESSA requires all states to include an indicator of school quality or student success in state accountability systems, which can include (but does not require) social, emotional-related measures
- ESSA shifts attention to more holistic measures for education, which opens door for role of integrated social, emotional academic development in school quality and success

NAEP is the largest nationally representative assessment of academic proficiency across core content areas and is administered by the U.S. Dept of Education

State and district assessments

States have flexibility under ESSA to define their own indicators of school quality or student success, which results in variation in testing focus and administration

At State level, ~14 States proposing to use new or innovative indicators that are explicitly aligned with social and emotional development, e.g. school climate surveys
- E.g. Illinois, Louisiana, Nevada, etc.

CORE districts define additional metrics beyond CA requirements that focus on SEL

Source: Education First, SEL Looking Back, Aiming Forward, BCG Analysis; Note: Frameworks assessment separately through Taxonomy Project
Measurement and assessment | Field actors

Student-centric assessments
Emerging field of providers offering assessments, dashboards and resources to support measurement, including -
- Self-assessments, e.g. surveys
- Adult or peer assessment
- Other situational or performance based assessments

E.g. Panorama: Partnerships with DISD, CORE, SecondStep, SFUSD and Washoe County

E.g. Tripod: Measures student skills related to 7Cs framework, with reach of ~125K classrooms

Examples/Major players:
- Panorama
- Tripod

School or systems focused assessments
Measurements and dashboards designed to evaluate adult social-emotional competencies or broader school environment, including -
- School-wide surveys
- Educator self-evaluations

E.g. ED School Climate Surveys: Free, adaptable, web-based tool to assess school climate across middle and high school students, staff, parents, and guardians

Several additional providers that support schools in assessing school climate, e.g. Tripod, Panorama, etc.

Examples/Major players:
- Panorama
- Tripod

Measurement-focused organizations
Organizations that create their own tools and systems for measurement of competencies within their organization or network

Several CMOs emphasize and have created tools for measurement of social and emotional competencies

E.g. SSN: Organization vision focused on social and emotional intelligence: ‘every student will have the social, emotional intelligence to succeed in life.’ Assessment used by 49 members of collaborative to understand and improve on 7 key competencies

Examples/Major players:
- Panorama
- Tripod

Measurement-focused networks and collaboratives
Multidisciplinary networks aimed at advancing research and use of effective assessments to measure social and emotional competencies in children, such as -
- MeasuringSEL is managed and staffed by CASEL with support from RAND and others and is a three-year effort by members to make key advancements in social and emotional assessments
- Funders Collaborative for Innovative Measurement (FCIM) was formed to address ‘hard to measure’ intrapersonal and interpersonal skills and consists of private foundations, public funders and other key stakeholders
- Other networks include Mindset Scholars Network and Raikes Foundation’s School Support

Examples/Major players:
- Panorama
- Tripod

Source: Education First, SEL Looking Back, Aiming Forward, BCG Analysis; Note: Frameworks assessment separately through Taxonomy Project
iii. Technical assistance
Technical assistance | Overview of current field capacity (I/II)

1. Overall, district-level technical assistance in U.S. PK-12 education is a diverse and extremely fragmented field
   - The diverse range of providers includes education-focused non-profit and for-profit organizations, universities, public sector agencies (e.g., SEAs and service centers), generalist consulting firms, and independent consultants
   - While national TA organizations have emerged in some topic areas (e.g., TNTP in human capital, Education Resource Strategies in school finance, 2Revolutions in school design), even these organizations reach a relatively small proportion of districts at any given time
   - The breadth and depth of a district’s engagement with a TA provider varies significantly. Many districts use a number of TA providers at any given time, focused on a wide array of topics

2. As in the broader field, technical assistance to districts for social, emotional, and academic development is provided by a wide range of organizations and includes a wide range of offerings. For example:
   - The National Center for Safe and Supportive Learning Environments (NCSSLE) provides customized TA to help stakeholders assess the conditions for learning, including implementing measures of school climate
   - The American Institutes for Research (AIR) has a “SEL Solutions” offering in its Center for Great Teachers and Leaders; the organization has a Social and Emotional Learning School that implements social emotional learning TA by building knowledge, developing communities of practice, and coaching educators. The organization is currently partnering with the Appalachia Regional Comprehensive Center, Midwest Comprehensive Center, Great Lakes Comprehensive Center, as well as several state departments of education, to implement SEL in 10 states
   - The State of Delaware, supported by the Rodel Foundation, is working with districts to provide social emotional learning and school climate TA to low-performing schools

3. In its Collaborating Districts Initiative (CDI), CASEL is helping participating districts develop their capacity to plan, implement, and monitor a systemic implementation of SEL at the classroom, school, district, and community levels
   - This systemic approach is grounded in a belief that a multi-level, multi-faceted approach is needed to create and sustain high-quality implementation of SEL
   - CDI currently reaches 10 districts serving 1M students, or roughly 2% of the U.S. public school population. CASEL’s overall district support portfolio reaches 20 districts serving 1.6M students. Per CASEL, demand for district support exceeds supply
Successfully implementing the Commission’s recommendations will require a significant, holistic change effort for most districts. Navigating this degree of change stretches many districts’ organizational capacity. District technical assistance varies in its intent and ability to build organizational capacity:

- Not all TA has the intent of changing an organization's capacity; some offerings simply deliver an evaluation or report with minimal impact on organizational change.
- A significant proportion of TA is intended to build capacity specific to implementing a particular program or tool (e.g., curriculum, climate survey).
- Even where a TA provider and a district mutually aspire for holistic change, successful implementation is challenging. In addition to the quality of the TA offering, there are a number of conditions outside of the TA provider's direct control that impact the probability of success. These include:
  - District’s prioritization of social, emotional, and academic development (in context of many competing demands).
  - Effectiveness of district leadership in key roles.
  - Community and stakeholder support to sustain the work through leadership changes.
  - Resources available to sustain TA support at sufficient levels for a sufficient amount of time.
- While growing efforts such as CASEL’s CDI promise to support the sector’s ongoing learning, many questions remain about the model for effective, sustainable TA at scale in US PK-12 education.

Other dynamics of the district TA market present additional challenges:

- It is challenging for a district to find the best resource to match its needs given the wide range of TA offerings and providers and a lack of central sources of information. This results in many districts finding TA through word of mouth.
- While some major consulting firms focused on change management and large-scale change have practices serving the U.S. PK-12 sector (many due to their social missions), the resource constraints of the sector do not enable it to attract the same supply of change management expertise as other sectors of the economy.

Source: Education First, Social & Emotional Learning: Looking Back, Aiming Forward
Is the current momentum of the field likely to fulfill the Commission’s recommendations within a reasonable period of time?

No

If no / maybe, what is likely gap between the recommendations and the field’s momentum? Why?

The need for increased high-quality district TA supporting holistic change is an issue in the education sector that extends beyond the social, emotional, and academic development field. High quality support tends to be highly resource-intensive and the effectiveness of even the best TA is susceptible to aspects of district context outside of the TA provider’s control. While holistic change efforts like CASEL’s CDI show promise both in their direct impact and in how they inform broader learning about effective TA, they are relatively nascent, reach a small proportion of students (to date), and scalability is unclear.

What are key opportunities in this area to advance the field?

Support sector-wide learning on effective systemic TA model(s) that provide holistic change management expertise to districts (currently CASEL is one of few providers in this space)

Build capacity of selected high-quality TA providers focused on holistic district change

Reduce barriers to entry for change management organizations that operate successfully outside of the education sector

Create supportive conditions under which existing or new TA providers can have more sustained and meaningful impact - e.g. working in close coordination with place-based networks
Technical assistance | Reach of current approaches

Partnerships for Social and Emotional Learning Initiative
- Initiative will provide social emotional learning programming and TA support to roughly 15,000 children in kindergarten through fifth grade through a phased approach involving up to seven pilot schools in each city
- Six communities funded: Boston, Dallas, Denver, Palm Beach County, Tacoma, and Tulsa
- Grants intended to strengthen social emotional learning partnerships between schools and after-school programs; each recipient will receive $1M-$1.5M in the first year along with TA support from CASEL, Forum for Youth Investment, and Weikart Center

Collaborating Districts Initiative
- CASEL helps participating districts develop their capacities to plan, implement, and monitor systemic social emotional learning changes throughout the district and its schools
- Original Districts in the research study include: Anchorage, Austin, Chicago, Cleveland, Nashville, Oakland, Sacramento, Washoe County. Additional districts added to the community of district partners include Atlanta, El Paso, the 6 districts mentioned above in the PSELI collaboration, Minneapolis, Baltimore, and most recently DC Public Schools. These districts collectively educate about 1.7 million students a year (roughly 3% of U.S. public school students)
- Demand for district participation in CDI exceeds supply of services available
- External evaluations have revealed positive student outcomes associated with CDI implementation

National Center for Pyramid Model Innovations
- National center funded by the Office of Special Education Programs to help states and programs implement social and emotional learning programs in early childhood and early intervention programs across the country
- State capacity-building has been used in over 25 states
- Helps early care providers implement the Pyramid Model through intensive, sustained TA, mentoring of leaders, and development of a knowledge hub for best practices

Center To Improve Social and Emotional Learning and School Safety
- New center to be created in FY18 to provide technical assistance to support states and districts in the implementation of social and emotional learning evidence-based programs and practices. The Center will enhance the capacity of (1) State educational agencies (SEAs) to support their local educational agencies (LEAs) and (2) LEAs to support their schools.
# Taxonomy of school district TA provider landscape

## Technical assistance

<table>
<thead>
<tr>
<th>National and regional centers</th>
<th>State agencies and service centers</th>
<th>Higher education institutions</th>
<th>Generalist TA providers</th>
<th>Specialist firms (not product-related)</th>
<th>TA attached to a product</th>
<th>Independent consultants</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Providers often funded by the federal government (ED) who provide large-scale TA support to states, districts, and schools</td>
<td>• State governments and their related providers who support districts and schools with professional development, TA, etc.</td>
<td>• Colleges and universities that offer education-related implementation support</td>
<td>• Organizations, e.g. consulting and social science firms, with general capabilities in change management and implementation support</td>
<td>• Organizations that focus on reforming particular aspects of the education ecosystem, e.g. human capital, resource allocation in schools</td>
<td>• Non- and for-profit organizations that attach TA support to a product, technology, curriculum, or methodology</td>
<td>• Small-scale providers, including individual people, who consult on implementation of education efforts</td>
</tr>
</tbody>
</table>
There are a handful of technical assistance providers that focus primarily on the implementation of social, emotional programming; many provide other services in addition to technical assistance:

- E.g. Weikart Center offers comprehensive technical assistance (TA) for the Youth Program Quality Intervention process
- E.g. CASEL: Provides TA to districts and schools, e.g. Partnership for Social and Emotional Learning Initiative (PSELI)
- E.g. Forum for Youth Investment provides TA to mobilize community coalitions and partnership through Big Picture Approach (BPA) Consulting
- E.g. After adopting RULER curricula, schools receive ongoing implementation coaching and support

Several professional service firms have expertise in providing change management and/or implementation to other sectors, with some, e.g. The Boston Consulting Group and Parthenon-EY, having developed robust capabilities in the education sector. While these firms have reasonable penetration of states and the top 50-100 largest districts over an extended period of time (e.g., last 10 years), the proportion of states and districts working with a cross-sector consulting firm at a given time is very low.

WestEd and AIR house several of the largest TA centers.

Example TA related organizations

ED provides significant support for TA through the Office of State Support (OSS) largely in the form of grant programs:

- 7 national content centers; e.g. Building State Capacity and Productivity Center (BSCP), Center on School Turnaround, etc.
- 14 regional centers that provide more localized support, e.g. Central Comprehensive Center (C3)

Several additional TA providers, many of which are supported by ED and have specific areas of expertise:

- E.g. National Center on Safe Supportive Learning Environments; which works directly on promoting and managing the EDSCLS
- E.g. Positive Behaviors Interventions and Supports (PBIS) helps schools and districts implement multi-tiered support systems
- E.g. National Center for Pyramid Model Innovations helps programs implement social and emotional programs aimed at young children

Example TA providers
Technical assistance | OST field actors and gaps (I/II)

Several existing TA providers in the OST space

Example TA related organizations:

- Afterschool Alliance
- Algorhythm
- Partnership for Children & Youth
- American Youth Policy Forum
- AIR
- AVPF
- everyhourcounts
- ExpandEDSchools by TASC
- CT After School Network
- AfterSchool Association
- NYS Network for Youth Success
- Yale Center for Emotional Intelligence
- Tenescal Associates

TA services provided

- Measuring impact
- Staff development
- Connecting practitioners with researchers
- Working with leadership
- Integrating social and emotional learning practices into an existing program
- Integrating social and emotional learning practices into program quality improvement efforts
- Connecting OST providers with schools
- Curricula development
- Staff training in culturally competent practices
- Implementing a discrete program to build social emotional learning skills

Findings from GTY Survey of Field SEL-Focused TA providers

Source: Grantmakers for Thriving Youth OST Workgroup, Survey of the Field SEL-Focused TA Providers Working in OST (May 2018)
Unmet needs related to implementing high-quality social and emotional learning in OST settings identified from GTY Survey...

- Identifying what high-quality social and emotional learning looks like in OST settings
- Focusing on cultural competence and implementing social and emotional learning with a race and equity lens, as well as trauma-informed practices
- Gaining leadership buy-in
- Making connections across silos and systems, including partnering with schools
- Elevating social and emotional learning among competing priorities
- Increasing money for professional development, including training frontline staff in developing social and emotional learning-focused practices
- Considering the capacity-building needs of TA organizations themselves
- Providing funding for implementation testing
- Measuring impact, with increased capacity for evaluation and assessment
iv. Networks and learning communities
Well-implemented networks, and place-based networks in particular, can have a significant impact on improving community outcomes through strong facilitation of peer learning and the ability to drive sustainability and continuity within communities. Because of this, several thought leaders and organizations have invested heavily in studying these impacts and sharing best practices for effective networks, though most high-quality examples are still in their early days.

- The Carnegie Foundation for the Advancement of Teaching describes networked improvement communities as distinctly valuable because they:
  1. are a source of innovation,
  2. provide diverse contexts to test ideas,
  3. provide the social connections that accelerate testing and diffusion,
  4. provide a safe environment for engaging comparative analyses, and
  5. permit identification of patterns that would otherwise look particular to each context.

- The StriveTogether partnership of place-based networks across the nation encourages data collection and strong collaboration among traditional school systems, education-focused service organizations and other sectors, such as housing and health. These place-based networks allow for continuity and cohesion that can outlast individual leaders, churn of initiatives, and may avoid the potential disenchantment of practitioners.

  - Several, but not necessarily all, place-based networks that belong to the StriveTogether partnership have reported gains in reading achievement, high school graduation, % of students taking college placement exams, and % of students completing financial aid forms.

A prominent example, The CORE districts (8 California school districts, cited as the largest education network in the nation) built and maintain a comprehensive school improvement and accountability system that is nationally recognized. It provides educators a clear view of progress by including data on student-level academic growth, high school readiness, students’ social-emotional skills and schools’ culture-climate, along with traditional measures of test scores, graduation rates and absenteeism.

There are place-based networks with a focus on social, emotional, and academic development that show promise, but they are limited in scale and reach, e.g.,

- Student Success Network (NYC)
  - Network of 50 organizations serving >150,000 students that convenes practitioners focused on sharing, adapting, and scaling social and emotional learning best practices
  - Partner with Research Alliance for NYC Schools to collect and analyze data from all partners on key social and emotional learning competencies - then use this data to identify “bright spots” which they use to support organizations in adapting their practices

- New Jersey Alliance for Social Emotional and Character Development
  - Hosts annual conferences to highlight New Jersey schools of character, share pertinent research, facilitate the exchange of resources and ideas, and advocate for the importance of a collaborative and caring organizational climate, and a healthy school culture.
While there is no current initiative to engage with or connect place-based networks specifically around social, emotional, and academic development, StriveTogether coordinates across 70+ place-based education-focused networks that could be a good entry-point to access these communities:

- The StriveTogether Cradle to Career Network is a national, nonprofit network of nearly 70 partnerships working to improve educational outcomes. The network coordinates resources, data collection and analysis, and collaboration across place-based learning communities and networks focused on educational attainment.
- Although not explicitly focused on social, emotional, and academic development, StriveTogether has a remarkable breadth of reach, with some programs within the network that are already prioritizing social, emotional, and academic-related skills, e.g. Step Forward (Shreveport, LA), Every Hand Joined (Red Wing, MN).

There are also networks that span geography that focus on social, emotional, and academic learning such as the Collaborating Districts Initiative (CDI):

- Network of 10 large districts in partnership with CASEL and AIR currently embedding social and emotional learning into work of districts in multiple ways, from making it central to their strategic planning to aligning and integrating social and emotional learning into all instruction.
- CASEL works to develop districts’ capacities to plan, implement, and monitor systemic changes - as well as documents lessons learned that can inform future efforts to support systemic social and emotional learning implementation in districts across the country.

Strengthening and expanding upon successful models of place-based and cross-geography networks, coupled with more meaningful technical assistance for local communities and districts around implementation, represents a significant opportunity for catalyzing lasting momentum against the Commission’s recommendations.

Source: StriveTogether, Step Forward, Every Hand Joined
Is the current momentum of the field likely to fulfill the Commission’s recommendations within a reasonable period of time?

No

If no/maybe, what is likely gap between the recommendations and the field’s momentum? Why?

While networks may be a powerful lever for driving adoption they are difficult to execute effectively

There are select networks deeply focused on social, emotional, and academic learning in specific communities, however reach is insufficient. There are also larger networks and networks of networks with broader reach, however these are not explicitly focused on social, emotional, and academic development

What are key opportunities in this area to advance the field?

Facilitate wider adoption of social, emotional, and academic development by place-based networks and learning communities, via

- Growing existing social, emotional, and academic-focused network
- Supporting creation of new networks in communities not currently reached
- Encouraging existing networks not focused on social, emotional, and academic development (e.g., those in Strive network) to adopt it into their agenda

Continue to study and publicize essential elements of high functioning place-based networks

Place based networks and initiatives | Gap and opportunity analysis
What is required for networks to be effective

Carnegie outlines four essential characteristics of networked improvement communities based on decades of research and practices:

- Focused on a well-specified, common aim
- Guided by a deep understanding of the problem, the system that produces it, and a shared working theory of how to improve it
- Disciplined by the rigor of improvement research
- Coordinated as networks to accelerate the development, testing, and refinement of interventions, their rapid diffusion out into the field, and their effective integration into varied contexts

The CORE districts’ (place-based network of 8 California school districts) have also shared key factors required to drive change via networks:

- Effective systems analysis starts with creating an improvement team that is set up for success
- The systems analysis process enables district leaders to revise, refine, and expand their initial theories about the reasons behind their problem of practice
- Accessing and interpreting different types of data are critical to building a complete understanding of a problem of practice
- Teams getting started in continuous improvement benefit from expert facilitation and learn-by-doing activities

Potential impact of effective networks

If the systems and structures described to the left are in place, networks can have a measurable impact on community outcomes, e.g.,

- The initial StrivePartnership (Cincinnati and Northern KY) has improved over 85% of key indicators of student success
- Albany Promise helped boost the percentage of high school seniors taking the PSAT or SAT from 52% to 82%
- The Commit! Partnership in Dallas supported a texting service that reminded seniors about college enrollment - students in the program were 13% more likely to enroll than peers not involved

But this impact is not reported consistently across all networks and partnerships nationwide, potentially because it is difficult and takes time, significant effort, and resources to meet the conditions outlined by Carnegie and CORE
Place based networks and initiatives | Impact and reach of major networks

StriveTogether network
Reach
- Nearly 70 partnerships operating in 30 states and Washington, DC
- 10,200 organizations engaged
- 10.4M students nationwide in strive Networks

Impact
- Individual networks reporting sizable gains in outcomes, e.g. reading achievement, high school graduation, % of students taking college placement exams, % of students completing financial aid forms

CORE Districts
Reach
- 8 large school districts in California: Fresno, Garden Grove, Long beach, Los Angeles, Oakland, Sacramento, San Francisco, and Santa Ana

Impact
- Built and maintains a comprehensive school improvement and accountability system (the most notable and widely reaching of its kind) that includes social and emotional skill measurement - based on ongoing research that ties student self reports to academic and behavioral outcomes

Source: StriveTogether, CORE, CASEL

Collaborating Districts Initiative, CASEL
Reach
- 8 large school districts as part of original study: Anchorage, Austin, Chicago, Cleveland, Nashville, Oakland, Sacramento, and Washoe County; network expanded to include 11 more: Atlanta, El Paso, Boston, Dallas, Denver, Palm Beach, Tulsa, Tacoma, Baltimore, Minneapolis, Washington DC

Impact
- The three districts that use the National Assessment of Educational Progress (NAEP) (Austin, Chicago, and Cleveland) all improved their reading and math scores during CDI implementation years
- Suspensions declined in all five of the districts that collected this data
- Districts also reported that students’ social and emotional competence improved, based on student and teacher surveys

Additional detail on impact at end of section
Place based networks and initiatives | Impact of CASEL’s Collaborating Districts Initiative (CDI) (I/II)

Academic achievement
- The three districts that use the National Assessment of Educational Progress (NAEP) (Austin, Chicago, and Cleveland) all improved their reading and math scores during the CDI implementation years.
- In Anchorage, Austin, Chicago, Cleveland, Oakland, and Nashville, GPAs were higher at the end of the 2015 school year than before the CDI started. The improvements were particularly noticeable in Chicago, going from an average of 2.19 in the three years before the CDI to 2.65 in 2015, an increase of nearly 21%.
- Nashville, the only district that used the same standardized tests across CDI years, showed improvements in both ELA and math achievement.
- All districts with relevant data showed gains in ELA and math in at least one grade band (elementary, middle, high).
- Chicago’s graduation rate increased 15% during the CDI years.

Student engagement and behavior
- Attendance improved in four of six districts that collected this data.
- Chicago improved overall attendance by eight percentage points from before the CDI started through 2015.
- Anchorage (elementary, middle) and Nashville (middle, high) showed gains at two of three levels.
- Suspensions declined in all five of the districts that collected this data. For example, suspensions in Chicago declined 65 percent in two years. This translates to 44,000 fewer students being suspended from school in one recent year alone.
- In Sacramento suspension rates declined in the five years of systemic SEL implementation: 24% districtwide and 43% in high schools. 20 21 Impact on students and schools

Source: Key Insights from the Collaborating Districts Initiative (CASEL 2017)
Place based networks and initiatives | Impact of CASEL’s Collaborating Districts Initiative (CDI) (II/II)

Student social and emotional competence
- Districts also reported that students’ social and emotional competence improved, based on student and teacher surveys.
- In both Chicago and Nashville, elementary school students improved in all five social and emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.
- In Austin, where only middle and high school data was collected, students at both levels also significantly improved in all five competencies.
- Middle and high school students in Cleveland also experienced growth, particularly in the areas of self-awareness and self-management.
- Sacramento (elementary only) and Anchorage (elementary, middle, and high school) collected an average measure of students’ overall social and emotional competence. For Sacramento, elementary students experienced significant gains in overall competence since the start of the CDI.
- Anchorage students experienced significant growth in overall competence even before the start of the CDI and maintained the same positive trajectory during the CDI years.

School climate
- Climate, as measured by district surveys in Chicago and Cleveland, improved during the CDI years.
- In Anchorage climate began an upward trajectory before the CDI and sustained that same significant and positive growth during the CDI years.
- In the only district in which elementary school climate data was available for analysis (Chicago), students reported significant improvements on the “supportive environment” scale compared to the start of the CDI in 2010-2011.
Place-based, focused on social, emotional, and academic development

Place-based networks that focus on social, emotional, and academic development topics
- E.g. Student Success Network coordinates across NYC organizations focused on SEL
- E.g. NJASECD convenes New Jersey organizations and school systems around SEL and character development
- E.g. exSEL is a network of five MA statewide associations to raise public awareness and promote reforms designed to address all of Massachusetts students’ needs

Examples/Major players:

Cross-geography, focused on social, emotional, and academic development

Cross-geography networks that focus on social, emotional, and academic development topics
- E.g. CASEL organizes the Collaborating District’s Initiative across 8 school districts

Examples/Major players:

Place-based, general focus

Local or regional networks of organizations and/or school systems not explicitly focused on social, emotional, and academic learning
- There are many local and regional networks that coordinate organizations in all 50 states
- Some examples are Commit in Dallas, Strive and Community Education Coalition in Ohio
- California’s CORE districts are an example of district-specific networking

Examples/Major players:

Influencers of networks

Organizations that influence or coordinate between networks
- E.g. StriveTogether is a network of 70+ partnerships and place-based networks from across the U.S.. They provide coaching, connections and resources to local partnerships
- E.g. The Ballmer Group pledged $60 Million to StriveTogether - focused on the Cradle to Career Network, which works to improve partnerships among school systems, education service organizations, and other groups that provide services to families in need

Examples/Major players:
v. Pre-service training
Pre-service training | Overview of current field capacity (I/II)

1. The focus on and implementation of social, emotional, and academic development-related practices has fundamentally raised the bar for what educators are expected to do to support the learning and development of students, with significant implications for educator training that builds requisite expertise.
   - E.g. Adult social and emotional skills, cultural competence, awareness and understanding of unconscious bias, etc.
   - The relevance of effective training is accentuated by diverse student body (e.g. racial, class, gender, culture) being taught by predominately white, female teachers.

2. There are several teacher preparation programs that are emphasizing and effectively integrating social and emotional competencies into their programs.
   - Examples identified by CASEL in a 2017 report, “To Reach the Students, Teach the Teachers”:
     - San Jose University Collaborative for Reaching and Teaching the Whole Child (CRTWC) infuses social and emotional learning into its fifth year K-8 teacher certification program including incorporating social and emotional learning into courses, content and field work.
     - University of Pittsburgh offers a yearlong course 'Attentional Teaching Practices' to improve pre-service teachers' psychological competence, mainly through mindfulness and self-regulation techniques.
     - Note: this report was a scan to examine the degree to which social and emotional learning is incorporated into state-level teacher certification requirements and teacher preparation programs in colleges of education in the U.S. (Detailed findings are included later in this section).

   - Examples documented in a study by LPI on Teacher Preparation for Deeper Learning:
     - Alverno College, Bank Street College, High Tech High, Montclair State University, San Francisco Teacher Residency / Stanford Teacher Education Program, Trinity University, University of Colorado at Denver.

3. In addition to teacher preparation programs, school and district leadership preparation programs are equally (if not more) critical to the success of integrating social, emotional, and academic development into schools, due to the fact that principals and district leaders are key decision makers and represent an expanded opportunity to influence schoolwide and classroom practices.
   - Overall, an explicit focus on social, emotional and academic learning is not a core principle of most leadership preparation programs.
   - There are some leadership preparation programs that intentionally incorporate social, emotional, and academic development (e.g., University of Illinois at Chicago, University of Arkansas, National Institute for School Leadership); these programs are primarily geared towards principals but not necessarily district-level leaders.
   - High quality leader preparation (although not explicitly focused on social and emotional learning) has been a focus for several influential foundations, particularly in recent years (e.g., The Wallace Foundation, The Stuart Foundation).

4. Several individual place-based partnerships have emerged as potential models for integrating social, emotional, and academic development into educator and leadership pre-service programs, for example:
   - The Collaborative for Developmentally Centered Education is a partnership among New Haven Public Schools, Southern Connecticut State University and Yale’s Child Study Center to incorporate child and adolescent development knowledge into educator preparation and ongoing professional development.
   - SEL 4 MA is a group of educators and policymakers working collaboratively to embed social and emotional learning into pre-service teacher education in Massachusetts.

Source: To Reach the Students, Teach the Teachers – A National Scan of Teacher Preparation and Social & Emotional Learning, Education First, SEL Looking Back, Aiming Forward, Leveraging SEL to Promote Equity: What Educators Need to Know, CASEL; BCG Analysis
Assessments for educator and leadership certification is a powerful lever to influence preparation program content and licensure standards, and changes are being made to better align assessments with the principles of social, emotional, and academic development and the science of learning and development:

- edTPA is a comprehensive, performance-based assessment developed through a partnership between Stanford University and the American Association of Colleges for Teacher Education (AACTE) that requires candidates to actually demonstrate the knowledge and skills required to help students learn through lesson plans, videos, etc. Currently ~40 states and the District of Columbia are using edTPA at some level (18 are using it for licensure or accreditation)
  - NOTE: edTPA already embeds many of the social, emotional, and academic-aligned competencies for teaching. However, it is about to be revised as a 2.0 initiative and this would be an opportunity for philanthropy to invest in ensuring that the revision fully incorporates social, emotional, and academic-aligned perspectives and practices.
- Major player ETS (Educational Testing Service) has developed the National Observational Teaching Exam (NOTE), which focuses on demonstration of most critical teacher skills as well as the Performance Assessment for School Leaders (PASL), which focuses on demonstration of critical administrative skills including creating a collaborative culture.

However, there is no currently identified field-level movement to drive this work across all accredited schools of education and/or the state agencies that accredit these educator and/or leadership preparation programs:

- The Learning Policy Institute has a project in progress to study teacher preparation programs that embody deeper learning practice in order to highlight bright spots and effectiveness for policymakers. However, this effort is nascent and currently at small-scale, while there are over 1,000 educator preparation programs across the country, and state-specific licensure regimes.
- It is not currently clear if there is any similar effort or movement for school leader programs.

There are organizations that aren't yet involved in the integration of social, emotional, and academic development into preservice that could potentially be mobilized, e.g.:

- American Association of Colleges for Teacher Education, American Association of State Colleges and Universities (AASCU), National Network for Educational Renewal, the new EPIC network, National Center for Teacher Residencies, Deans for Impact, large-scale alternative certification providers with residency models such as New Leaders, Relay GSE.

Several stakeholders anecdotal observe that this is among the most difficult sub-sectors in which to make progress, and only some past efforts have made an impact like the Holmes Group of Deans in the 1980s - 90s:

- A key problem had been the loss of funding at the federal and state levels for investments in transforming teacher education.
- Title II of ESSA - in particular the Teacher Quality Partnership grants, represents an opportunity to support a reauthorization of funds which may occur after November 2018.

Note: Holmes Group of Deans was a group of 97 education school deans who agreed to reform their teacher training programs.

Source: To Reach the Students, Teach the Teachers - A National Scan of Teacher Preparation and Social & Emotional Learning, Education First, SEL Looking Back, Aiming Forward, BCG Analysis
Pre-service training | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission's recommendations within a reasonable period of time?

No

If no/maybe, what is likely gap between the recommendations and the field’s momentum? Why?

There are pockets of progress among educator prep programs and the adoption of new teacher certification assessments is encouraging. However, the overall momentum likely is not sufficient given the structural fragmentation of where educator preparation happens and the lack of coordinated effort to move the field. There is not yet an organized policy effort to advance this work to impact licensure in the 50 states, and there is not a large-scale organized effort to engage and network across teacher preparation programs to bring this to the forefront of the agenda.

What are key opportunities in this area to advance the field?

Support organized policy effort to impact licensure requirements within each state for both front-line educators and leaders.

Support organized, large-scale effort to engage most prominent front-line educator and leadership preparation programs on bringing content related to adult and youth social, emotional, and academic development to forefront of reform agenda.

Promote continued efforts to expand adoption of teacher and leader certification assessments that emphasize relevant skills and competencies.
Pre-service training | Field actors (direct providers)

Traditional

University programs and schools of education - oriented towards:
- Teachers
- School leaders
- District leaders

Current state/Major players
- 1,455 colleges of education in US (991 with >100 candidates)
- For the most part, these colleges include teachers' social and emotional dimensions (47 states address one or more dimensions), but not students' social and emotional dimensions (majority of programs in 49 states addressed zero dimensions)
- Alignment exists between state-level certification requirements and required coursework for Teachers’ social and emotional competencies, but not for Students’ social and emotional competencies and the Learning Context

Alternative

Third party licensed preparation providers - oriented towards:
- Teachers
- School leaders
- District leaders

Current state/Major players
- Each state has a variety of alternative teacher preparation programs
- Larger national orgs include TNTP Teaching Fellows, Teach For America, Urban Teachers, New Leaders and Relay GSE
- Most alternative providers offer the least coursework in social, emotional, and academic development-related areas and offer no student teaching or residency where candidates can see practice modeled. Those that do not incorporate a strong clinical experience are not going to be helpful in transforming preparation.
- There are some that do and they should be held up as stronger models (e.g., teacher residencies, New Leaders which offers a leadership residency)

Licensure

Organizations with the authority to license educators
- Individual state education agencies set standards for teacher and leader certification, and have the power to issue licenses to individuals who complete the requirements

Examples/Major players:

- ...and other state agencies

Accreditation

Organizations that oversee accreditation of educator preparation programs
- Several large national accreditation organizations exist and have the authority to accredit preparation programs (e.g., CAEP, CHEA)

Examples/Major players:

- TEA
- NCATE
- CAEP
- CHEA
- CIQG

Assessment

Organizations that develop and disseminate tests or products related to educator preparation
- E.g. ETS develops and administers the Praxis tests required by most states as part of certification. They are also producing the National Observational Teaching Exam (NOTE) which focuses on “showing” versus “telling” expertise
- E.g. Pearson administers the National Evaluation Series, which can be used for certification in AZ, CA, IL, NM, OR, WA, WI
- E.g. NBPTS develops educator standards and offers a national, voluntary assessment

Examples/Major players:

- edTPA
- National Board
- BEST

Ratings & Rankings

Organizations that evaluate or rank education preparation programs
- E.g. The National Council on Teacher Quality publishes an annual rating list of teacher prep programs
- E.g. US News and World report also publishes a ranking of schools of education

Examples/Major players:

1. Additional detail on the following page

Pre-service training | Field actors (influencers, II/II)

Networks

Groups that convene with a focus on educator preparation programs, for example -

- AACTE represents more than 800 postsecondary institutions with educator preparation programs
- ATE is an association of colleges, school systems, and state ed agencies
- Deans for Impact is a network of leaders of educator prep programs
- SEL4MA is a group working to embed social and emotional learning into pre-service teacher education
- NASDTEC represents all professional standards boards and commissions and state departments of education
- NNER is a long-standing network of university-school partnerships that is founded on principles of education strongly related to the SEAD principles
- EPIC is a newly formed network of preparation programs (both traditional and alternative) that prepare teachers and leaders for “deeper learning”
  - Part of a center to improve educator preparation that integrates the science of learning and development, launched by the Learning Policy Institute (LPI)
  - The network is coordinated by Bank Street College, one of the best exemplars in the country of social, emotional and academic-aligned practices, and includes the teacher education programs studied by LPI and leader preparation programs also studied by LPI (including U. Illinois at Chicago Circle, the National Institute for School Leadership, UC Berkeley, CSU Long Beach and the Long Beach district). These are all deeply grounded in knowledge of development and learning plus others with similar approaches.

Examples/Major players:
vi. In-service training
In-service training | Overview of current field momentum (I/II)

1 Many important contextual conditions frame in-service training for teachers and leadership
   • The vast majority of in-service training is delivered by district and school staff ($5/6 are invested internally)
   • The average teacher spends 89 hrs/year participating in professional learning
   • Educator satisfaction with PD opportunities is mixed (largely a function of level of choice and control) and many teachers see PD as compliance-oriented and disconnected from teaching
   • Time for and time spent on professional development can be heavily driven by policy requirements - and we heard in our interviews that schools and districts have a difficult time prioritizing social, emotional, and academic development-focused training within their current requirements (particularly for paraprofessionals, school leaders, and administrators)
   • The market for external and third-party PD providers is extremely fragmented with many independent consultants and small organizations - and we need better quality measures on vendors and what they can do effectively so that districts can make informed investment decisions

2 Across offerings for teachers and leadership, effective professional development requires the existence of several key characteristics
   • According to a study by the Learning Policy Institute, characteristics of effective PD are: is content-focused, incorporates active learning utilizing adult learning theory, supports collaboration (typically in job-embedded contexts), uses models and modeling of effective practice, provides coaching and expert support, offers opportunities for feedback and reflection, and is of sustained duration
   • In addition, district in-service training is best when it is integrated with local initiatives, programs, and practice expectations - e.g., if a school has a climate survey, districts deliver training around the climate survey, focusing on practices that are important to the school
   • Ideally, in-service training is a combination of district initiated approaches and third-party offerings, bolstered by coaches who support the integration of district and external training opportunities into practice. Districts known for high quality professional development bring most of it in house, leveraging third party providers intentionally for discrete pieces (e.g., Austin, Cleveland)

3 The importance of more and improved leadership development training was consistently highlighted as an area of opportunity across stakeholder conversations both in terms of teaching knowledge and skills related to social, emotional, and academic development as well as developing skills in change management (to be able to effectively implement changes to school operations, curriculum, etc.)
   • Principals tend to participate in PD designed for teachers rather than for their specific needs - and when they do participate in principal-focused PD, it is largely centered on the “what” of district reform, such as district teacher evaluation policies, and not on the “how” of leading change
   • While, there are organizations focused on in-service PD (some focused on social, emotional, and academic learning and others not) for leadership (e.g. CCSSO), there was a general belief that there is huge value in expanding these types of programs

Source: Effective Teacher Professional Development (LPI), Teachers Know Best: Teachers’ Views on Professional Development (Gates & BCG), Principal Professional Development (AIR)
In-service training | Overview of current field momentum (II/II)

4 Third party providers supporting social, emotional, and academic development also play an important role in driving district and school behavioral change - some of these providers focus on training and coaching for teachers and leaders, but many are implementation support for corresponding programs and curricula. Examples include:

- **Responsive Classroom** (>100,000 website visits monthly)
  - Evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness
  - Described by CASEL as one of the most “well-designed evidence-based social and emotional learning programs”

- **Care for Teachers** (hosts annual conferences and training sessions for teachers and administrators)
  - Educator PD on mindfulness and awareness, with intersession coaching via phone and internet to support teachers’ practice and application of new skills
  - Research has found that CARE significantly improves well-being and reduces stress among teachers who participated compared to those in a control group

- **Positive Behavior Interventions and Support (PBIS)**
  - Supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support including many training and professional development resources

There are several in-service training providers with significantly broader reach who are not specifically focused on social, emotional, and academic development, though components may be addressed in their training programs, e.g.,

- **Cohort based training programs** (e.g., New Leaders, The New Teacher Project)
- **Workshop and training facilitators** (e.g., ASCD, AFT)

Source: Effective Teacher Professional Development (LPI), Teachers Know Best: Teachers' Views on Professional Development (Gates & BCG)
In-service training | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission's recommendations within a reasonable period of time?

No

If no/maybe, what is likely gap between the recommendations and the field’s momentum? Why?

There are several programs and providers offering diverse educator training opportunities related to social, emotional, and academic development, but they are limited in scale and reach (and the largest providers are not explicitly focused on it). Schools and school districts are not consistently prioritizing training around social, emotional, and academic development, particularly for leaders.

What are key opportunities in this area to advance the field?

Support 3rd party PD providers for front-line educators and leaders to continue to expand services related to social, emotional, and academic development and improve quality of services (e.g. inclusive of 7 features of effective PD from LPI study)

Support front-line educators, school and district leaders, and 3rd party PD providers in better integrating PD and tools into a more systemic and lasting implementation of social, emotional, and academic development (i.e., improve coherence)

Expand leadership programming focused on change management

Advocate for less restrictive PD requirements to enable schools and districts demanding social, emotional, and academic content to prioritize it

Engage with the large market of PD providers adjacent to the existing field to increase emphasis on evidence-based social and emotional content
In-service training | Field actors specific to social, emotional, and academic development

Teacher or admin focused

PD service (e.g., coaching, conference, workshop) delivered directly or through districts to teachers and leaders such as -

• Care for Teachers
  - Hosts annual conference and training sessions for teachers & admin
  - Educator PD and intersession coaching on mindfulness and awareness

• Boys Town Training
  - Professional development focused on positive behavior support intervention

• Momentous Institute
  - Year-round slate of professional development workshops for educators and mental health professionals focused on social emotional health thrives
  - Annual Changing the Odds conference in Dallas

Examples/Major players:

PD attached to curricula or product

Combination of PD content or curriculum delivered alongside PD service such as -

• Responsive Classroom (>100,000 website visits monthly)
  - Evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness
  - Described by CASEL as one of the most “well-designed evidence-based social and emotional learning programs”

• Positive Behavior Interventions and Support (PBIS)
  - Multi-tiered approach to social, emotional and behavior support - including many training and professional development resources

• FuelEd Schools (relatively small in scale)
  - School-based teacher and admin PD on the art and science of effective listening; leadership training to develop interpersonal skills, emotional wellbeing, and self-awareness; and community workshops where educators and community members come together

Examples/Major players:
In-service training | Field actors not specific to social, emotional, and academic development

Platforms
Technology product that enables sharing content, coaching, collaboration, linked PD-evaluation system

Examples/Major players:

Individual-focused conferences, workshops
Standalone PD content or curriculum delivered via conferences, workshops, or trainings

Examples/Major players:

Residencies and cohort-based training
Training delivered directly or through districts to cohorts of teachers and/or leaders

Examples/Major players:

PD attached to curricula or product
Combination of program, methodology, or curriculum delivered alongside PD service

Examples/Major players:
In-service training | Field actors in the out of school space

Out of school time

Training services oriented towards supporting practitioners in out of school time programs, for example -

- ExpandED Schools: Using a blended model of professional development, mentoring, teambuilding and reflection, the Pathways Fellowship is designed to bring in, support, train and guide passionate men of color (Fellows) who are looking for pathways into teaching or youth development careers
- BELL (Building Educated Leaders for Life): currently coming out with a document focused on how teachers who work in their summer programs are impacted in their school-year work (i.e., better prepared to teach and focus on social and emotional learning)
- Providence After School Alliance: runs summer programs with teams of community educators and schoolteachers co-teaching, focused on STEM and social and emotional learning
- Nashville, Boston, NYC, and Chicago are implementing the Frontiers in Urban Science Education initiative, which features informal and formal educator teams collaborating and with a focus on STEM and social and emotional learning

Examples/Major players:

ExpandED Schools

BELL

PASA

STEM²
vii & xii. Public resources and policy
Public resources and policy | Overview of current field capacity (I/II)

1. Growing adoption of competencies and greater focus on social, emotional, and academic learning by states has been supported by an increasingly conducive policy environment enabled by ESSA
   - Based on CASEL’s 2018 State Scorecard Scan, all 50 states have pre-school competencies for SEL, including 8 for K-12, a 700% increase since 2011
   - ESSA has increased the flexibility that SEAs and LEAs have to allocate resources and prioritize school time. ESSA legislation provides three potential funding streams that can be used to invest in support or implementation related to social, emotional, and academic learning: Title I, Title II, and Title IV
   - States can have significant influence on how these funds are directed and time is used through school improvement measures or defined state priorities and several states have adopted policies that are directing the flow of resources to social, emotional, and academic related programs or services, e.g. Delaware’s development of a resource hub to support low performing schools with TA & evidence based practices that address social and emotional skills
   - The federal government’s recent launch of a National Center on Safe and Supporting Learning Environments, which focuses on the ED’s school climate surveys, is further evidence of this warming environment to social, emotional, and academics learning
   - Despite progress, gaps persist in resource allocation across communities with fewer resources going to students of color and students from low-income families, including less funding, fewer enrichment activities, less rigorous coursework and lower-quality materials and other physical resources

2. Building on this momentum, the National Commission on Social, Emotional, and Academic Development is working to release a set of policy recommendations as part of the Report from the Nation and has convened several leading experts for the development of this plan
   - Broadly the policy recommendations call for more and greater flexibility in the use of federal and state resources and reduced fragmentation across the existing grant programs that support schools and out of school providers today; additionally there are several non-resource related policy recommendations related to setting A Clear Vision, fostering Learning Environments and building Adult Capacity through federal and state policy (see recommendations aligned to lever for more information)

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1. Emerging Insights from States’ Efforts to Strengthen Social and Emotional Learning, CASEL
2. How State Planning for ESSA Can Promote Student Academic, Social, and Emotional Learning: An Examination of Five Key Strategies, CASEL
3. Pursuing Social and Emotional Development Through a Racial Equity Lens: A Call to Action, Aspen Institute, Education and Society Program
Beyond the immediate work of the Commission, there are several policy-focused education organizations (many of which are part of the Commission) with initiatives related to advancing the legislative agenda related to social, emotional, and academic learning, for example -

- **CASEL** works at both the federal and state level to create supportive conditions for SEL. The Collaborating States Initiative (CSI) supports ~25 states to develop customized SEL plans and lead effective implementation. The State Scan Scorecard project provides analysis and insight into state level policy related to SEL.
- The **Learning Policy Institute (LPI)** conducts and translates research across several domains related to social, emotional, and academic learning to support effective improvements in policy and practice.
- The National Association of State Directors of Special Education (**NASDSE**) and Council of Chief State School Officers (**CCSSO**) also do work to advance the policy agenda related to social, emotional, and academic learning.
- Despite these efforts, several challenges persist, including - adequate supply to meet demand (e.g. CASEL received ~40 applications for an initial 5 spots in CSI) and capacity of state departments of education to support implementation.

Policy-focused TA providers are advancing the work within states and local communities but face capacity and other constraints similar to the broader TA landscape:

- Several organizations offer policy-focused technical assistance to states beyond CASEL such as Ed Counsel, Transforming Education, and the NGA as well as TA networks that provide a range of resources and support structures to states but capacity is limited and TA is a gap in the policy space.

Lastly, there are several adjacent movements (e.g. civil rights, dignity in schools) with significant policy and advocacy capabilities as well as alignment with the desired outcomes of the Commission that could be strong partners in this effort.
Public resources and policy | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission’s recommendations within a reasonable period of time?

Maybe

If no / maybe, what is likely gap between the recommendations and the field’s momentum? Why?

While several field actors are supporting policy changes related to social, emotional, and academic learning and the Commission has made significant contributions to the field through the policy recommendations, there is still significant support required such as increased capacity for policy-focused TA to states as well as more and greater flexibility of resources provided to states and districts.

What are key opportunities in this area to advance the field?

Develop advocacy strategy and engage existing field actors around efforts to drive the implementation of the Commission’s policy recommendations at the federal, state, local levels.

Build greater consensus across field around appropriate path forward on accountability. In parallel, solidify coalition to support assessment & accountability policy efforts across states.

Support development of state-level TA model(s) that have expertise and capacity to create supportive conditions for SEL at scale and are sustainable.

Expand policy agenda and coalition to be inclusive of and integrated with policy agendas of other related change efforts, e.g. Dignity in Schools.
Policy-focused technical assistance | Reach of current approaches

Collaborating States Initiative
- CASEL partners with states that aspire to implement high-quality social emotional learning programming by sharing research, best practices, and offering TA to assist with implementation
- 25 states across the country attended the most recent national meeting of CSI (February 2018)
- Review of all 50 states in the State Scorecard Scan, examines pre-k and K-12 social emotional learning competencies, state guidelines, and web pages

SEL4US
- Coalition aimed at promoting high-quality social and emotional learning* (SEL) integrated into all schools nationwide by connecting state-based SEL advocacy and support organizations with knowledge, tools, and resources to amplify their impact
- Several states have gotten involved including California, Massachusetts, and Washington

TransformEd
- Informs policymakers about opportunities to advance MESH (Mindsets, Essential Skills, and Habits) in their state or school system. Work with the Boston Charter Research Collaborative, CORE Districts, and NewSchools Invent (cohort of several schools across the US)
- They draw on compelling research and promising practices about how to measure and develop MESH, and provide practical recommendations for national, state, and local leaders. They embrace a data-informed approach to MESH and seek policies that support that approach.

National Governors Association (NGA)
- Currently in the process of fundraising and developing a policy-focused ‘academy’ around SEL for Governors
- Competitive grant process provides state support for policy planning, TA from NGA staff, the opportunity to participate in professional learning community and attend convening across broader network

Ed Counsel
- Work with leading nonprofits, foundations, state education agencies, school districts, and institutions to build consensus and create implementation plans to actualize goals, providing ongoing counsel to address the complexities of the laws, policies, and stakeholders at all levels

1. Emerging Insights from States’ Efforts to Strengthen Social and Emotional Learning, CASEL Draft
Public resources and policy | ESSA policy influence on state implementation

Number of states with competencies for SEL across grade-levels showing promising growth, 700% increase in states with K-12 competencies from 2011-2017

In addition to SEL competencies, report also identified 16 states that had posted guidance related to SEL through SEL-focused web pages.

Note: * = projected
Source: 2018 State Scorecard Scan, CASEL
Public resources and policy | ESSA resourcing support for SEL

Title I
(Academic achievement of disadvantaged)

Title I of the ESSA legislation authorizes approximately $62.5 billion of education spending between 2017 and 2020 in the form of formula grants to states. This funding stream provides opportunities to incorporate SEL into school operations in three main ways: schoolwide programs, targeted assistance programs, and school supports and improvement activities.

These funds can be used for both academic and nonacademic subject matter interventions, including for example, an SEL interventions that improve the quality of learning time through a reduction in classroom behavioral disruptions.

Every state is required to set aside 7% of allocations for improvement activities in lowest performing schools.

Title II
(Preparing teachers and principals)

The ESSA legislation authorizes approximately $11.1 billion in spending over four years (2017-2020) to support the preparation, training, and recruitment of educators at all levels of the school system. States could use these funds to support educators in their capacity to provide instruction that promotes students' social and emotional competencies.

Two competitive grants under Title II can be used to support SEL - Supporting Educator Development grants and the School Leader Recruitment and Support fund - can be used for professional development and school leader support through evidence-based practices.

Title IV
(21st century schools)

ESSA Title IV authorizes more than $7.3 billion over four years to support a variety of programs aimed at improving the educational opportunities of students. Student Enrichment and Academic Support grants require districts to allocate at least 20% of the grant funding to support a well-rounded education, 20% to support the development of safe and healthy students and a portion of fund to support effective use of technology.

Title IV funds also cover the provision of academic and nonacademic supports explicitly outside of the regular school day - e.g. Promise Neighborhoods and Full-Service Community Schools.

Source: Social and Emotional Learning Interventions Under the Every Student Succeeds Act, Published by the RAND Corporation
Public resources and policy | Field actor landscape

Networks and associations of public sector leadership

National policy organizations comprised of state and regional government actors

While these organizations do not have an explicit focus on social, emotional and academic learning, they are critical allies for advancing the movement’s policy agenda

E.g. NGA: Identifies priority issues for Governors and collaborates on public policy efforts at state and national level

E.g. NCSL: Focused on initiatives to improve the efficacy of state legislatures

National and regional associations and organizations with policy agenda

National organizations that represent and advocate for particular group(s), including through policy

Social, emotional and academic learning is currently part of agenda for some organizations with relevance across several more

Several of these organizations are currently represented on the Commission as part of its partner network

Greater depth on organizations provided in national and regional associations

Policy-focused centers and institutions

Organizations with an explicit focus on education policy and advocacy

There are some organizations focused on policy with initiatives related to social and emotional learning and others focused on social, emotional and academic learning with initiatives related to policy

E.g. LPI: Conducts research and policy across several areas, including in Deeper Learning

E.g. All4Ed: Focused on policy and advocacy across several topics including literacy, Common Core and Deeper Learning

SEL4US

Networks and associations of public sector leadership

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SEL4US
viii. Philanthropic funding
Philanthropic funding | Overview of current field momentum

1. The funders convened by the National Commission (through its Funders' Collaborative and partnership with related groups like GTY and FCIM) provide important catalytic resources for the sector
   - The subset of 16 organizations who have provided grant data contributed nearly $400 million over the past ~3 years

2. This field has the unique ability to attract funders with a range of core interest - e.g., academic achievement, out-of-school time, character, equity
   - Perhaps not surprisingly, the studied funders' portfolios vary widely in their focus

3. The highest proportions of funding support building capacity of adults in out-of-school and community organizations (26%), basic research (12%), communications (12%), and building capacity of adults in schools and districts (12%)

4. There are a few areas where there are limited current investments from the funder community relative to the commission’s recommendations:
   - Very limited investment in learning environments and school models
   - Most funding is directed towards programming, with only a small amount (<2%) oriented towards policy and advocacy
   - Limited investment in technical assistance (potentially due to the lack of supply)

5. Leading foundations’ funding of social, emotional, and academic development is a very small proportion of total philanthropic giving in education and adjacent sectors. Opportunities for "growing the pie" include at least three categories of funders:
   - Funders currently invested in social, emotional, and academic development but in relatively small proportion to their broader portfolio
   - Funders with adjacent interests (e.g., academic achievement, racial and social justice)
   - Current or potential funders with some social, emotional, and academic-related interest who are not among the “usual suspects” (e.g., recent $100M gift by T. Denny Sanford to National University to expand the Sanford Harmony program)

6. Funders themselves report historical challenges with collective action across the community of US education philanthropy. However, as evidenced by the active engagement of funders in the National Commission’s work and related efforts (e.g., GTY, FCIM), this may be a moment of opportunity

Note: Data is represented as it was submitted by funding organizations and is not necessarily comprehensive of the investments in the field by this group of organizations or funding organizations more broadly. Categorizations are also based on self-reporting and may not be perfectly accurate of the type of work funded, but were used as a reasonable proxy.

Source: Data submitted by 16 GTY and FCIM member organizations (May 2018)
Philanthropic funding | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission’s recommendations within a reasonable period of time?

Maybe

If no/maybe, what is likely gap between the recommendations and the field’s momentum? Why?

There are many funding organizations currently committed to investing in the social, emotional, and academic space.

But there are also large foundations that invest heavily in education that could be further tapped for additional funding for social, emotional, and academic development.

There are existing coordinating structures that bring funding organizations together and encourage investment in the field that could engage these large actors.

What are key opportunities in this area to advance the field?

Increase philanthropic resources committed to social, emotional, and academic development by engaging

- Funders currently invested in social, emotional, and academic development but in relatively small proportion to their broader portfolio
- Funders with adjacent interests (e.g. personalized learning)
- Current or potential funders outside of existing established funder groups, with some social, emotional, and academic- development-related interest

Leverage existing funder collaborative structures to drive continued collective engagement and potentially greater funder collaboration around priority needs and opportunities in the field.
Investment focus varies widely across funders

1. Technical Assistance
   Source: Data submitted by 16 GTY and FCIM member organizations (May 2018)
Social, emotional, and academic oriented philanthropic giving is small compared to overall education spending.

Approximate annual spending on social, emotional, and academic development is ~$133 million based on our data set, which represents ~7% of total philanthropic dollars.

Source: National Center for Education Statistics (2013-2014 data), The Foundation Center (2012 data), Data submitted by 16 GTY, FCIM, and NC SEAD affiliated organizations (May 2018)
### Highest proportion of funding focused on adult capacity-building, research, and communications

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of grantees</th>
<th>Avg. grant size</th>
<th>Number of funders</th>
<th>Avg. funder investment</th>
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<tbody>
<tr>
<td>Scaling Evidence-Based Approaches</td>
<td>16</td>
<td>$637,256</td>
<td>4</td>
<td>$2,549,022</td>
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<td>Measurement</td>
<td>29</td>
<td>$473,901</td>
<td>11</td>
<td>$1,249,376</td>
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<td>Investing in Innovation</td>
<td>18</td>
<td>$1,287,554</td>
<td>10</td>
<td>$2,317,596</td>
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<td>Applied Research</td>
<td>37</td>
<td>$660,479</td>
<td>12</td>
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<td>Field Building</td>
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<td>$708,173</td>
<td>11</td>
<td>$2,703,932</td>
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<td>School-Based Program Support</td>
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<td>$1,191,900</td>
<td>7</td>
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<tr>
<td>Building Capacity of Adults in Schools and Districts</td>
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<td>$745,832</td>
<td>10</td>
<td>$4,698,744</td>
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<tr>
<td>Communications/Public Awareness and Engagement</td>
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<td>Basic Research</td>
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<td>$870,105</td>
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<td>$6,960,842</td>
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<td>Building Capacity of Adults in Out-of-School and Community</td>
<td>46</td>
<td>$2,250,319</td>
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<td>$17,252,449</td>
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</tbody>
</table>

1. Includes Policy/Advocacy, Building Capacity of Families/Guardians, Out-of-School Program Support, Learning Environment Studies, and Not Specified

Source: Data submitted by 16 GTY, FCIM, and NC SEAD affiliated organizations (May 2018)
Programs funded serve a wide range of ages, focused primarily on K-12

Millions of US dollars tagged with age
(some projects tagged with several age groups)

Ages served by project

- Early Childhood (pre-K): 39
- Elementary School (K-5): 154
- Middle School / Adolescent (grades 6-8): 122
- High School / Teen (9-12): 132
- Young Adult / High School Graduate: 28
- N/A: 113

Source: Data submitted by 16 GTY, FCIM, and NC SEAD affiliated organizations (May 2018)
Most funders are investing in nation-wide projects and initiatives

-60% funding, ~$230 M dollars donated at the national level

California and Massachusetts receive highest state-directed dollars at $11 M

Source: Data submitted by 16 GTY, FCIM, and NC SEAD affiliated organizations (May 2018)
Only a small group of grantees are funded by overlapping funding organizations

In this analysis, only 3 grantees were funded by 5 or more funders...
- The Aspen Institute
- CASEL
- Harvard University - Stephanie Jones

...and only 5 grantees were funded by 3 or more funders
- Angela Duckworth - Character Lab - University of Pennsylvania
- Yale Center for Emotional Intelligence
- Forum for Youth Investment
- Mindset Scholars Network
- Rand

Only 25 out of 126 grantees had support from more than one funder between 2016-2018
16 organizations currently represented in the following analysis

Note: Submissions include funds from The Walton Family Foundation and the James Walton Fund
ix - xi. Communications, advocacy, and engagement
Youth voice and leadership | Overview of current field capacity

1. We have seen the impact of youth voice and leadership on a number of critical issues, perhaps most recently students speaking out on gun control from Marjory Stoneman Douglas High School after the February 2018 school shooting.
   - Since February and the movement led by Stoneman Douglas students, two of the largest gun sellers in the United States, Dick’s Sporting Goods and Wal-Mart, have made it illegal for people under 21 to buy guns at their stores. Dick’s is no longer selling military-style assault rifles.
   - Many other high-profile companies and corporations — from MetLife Insurance and First National Bank of Omaha to Symantec and Hertz — have reassessed their policies in light of this youth-driven movement.

2. There are currently several programs and initiatives focused specifically on facilitating youth leadership and elevating youth and student voices, which tend to be place-based however some national examples exist, for example -
   - Several place-based organizations and collaboratives exist to welcome youth voice and encourage engagement, e.g.,
     - The Student Voice Collaborative, New York City (works across 9 high schools)
     - Mikva Challenge, Chicago (serves over 6,000 students in 130 schools)
     - Generation Citizen, CA/TX/MA/NY/OK/RI (serves over 9,600 students across 107 middle and high schools)
   - There are some national and broader examples such as The Aspen Institute’s Youth and Engagement Programs division coordinates several youth-centered initiatives, including:
     - Teen Socrates: Teens convene and explore issues through expert-moderated dialogue where all participants engage and share their views
     - The Aspen Challenge: HS student teams develop solutions to community-based problems and present solutions to a panel of distinguished judges
     - The Aspen Young Leaders Fellowship: youth develop a social venture project which must be designed to directly impact the community

3. Student voice has been integral to the Commission’s process and recommendation development through the Youth Commission.

4. While it seems that many individual organizations that work in the field solicit input from students as they develop strategic plans and programming, there is no overarching means by which the field gathers broad student input (and this may not be necessary).

Source: NC SEAD, CASEL, The Aspen Institute, Generation Citizen; NPR “Walmart Joins Dick’s Sporting Goods in Tighter Limits on Gun Sales”
Youth voice and leadership | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission's recommendations within a reasonable period of time?

No

If no/maybe, what is likely gap between the recommendations and the field’s momentum? Why?

The Commission’s work to date has incorporated youth voice and leadership, but ensuring that the movement values and maintains youth voice at its core will require intentionality.

There are several organizations focused on elevating youth voice and leadership, but the key to success across all recommendations is a more universal mindset shift of youth-serving organizations and individuals (e.g., schools, districts, policy makers) to consider youth voice as critical to designing new programs and solutions.

What are key opportunities in this area to advance the field?

Encourage partners and providers to create influential roles for youth within their own organizations to provide input and support decisions.

Showcase examples of school models and/or OST programs where youth voice is provided a central leadership role.

Ensure student voice and leadership remain central to any go-forward efforts of the Commission following the release of the report.
Community coalitions and communications | Overview of current field capacity

1 Teachers intuitively understand the importance of social and emotional learning, and while parents want their children to learn these skills, they are more skeptical about the role(s) schools should play and how information on their students’ social and emotional competencies might be used.

2 There are a plethora of resources for parents to learn about social, emotional, and academic skills, as well as how to engage in school-based efforts, but it is unclear how many parents are actually using the materials, and there are minimal resources to support advocacy at the grassroots level, for example—
   - CASEL has numerous resources for parents including a facilitation guide for training parents and caregivers in social emotional learning skills, and compilations of parent-oriented books, reports, and websites.
   - Some states, e.g. CO, have published guides on fostering family-school partnerships to develop social emotional learning skills.
   - Despite the resources available, many stakeholders mentioned that increasing meaningful family-school partnerships represents a powerful opportunity to further build demand for social and emotional learning, and that gaps are most prevalent between low-income students’ families and teachers.

3 The majority of coordinated grassroots efforts are at the state level, with limited examples of more localized coalitions collaborating on social, emotional, and academic learning initiatives, for example—
   - California, Massachusetts, and Washington have grassroots SEL coalitions, membership organizations that advocate for and track legislation related to social and emotional learning.
   - Sacramento ACT coalesces local organizations on an education campaign to support social emotional learning and restorative justice practices; contains 56 congregations, schools, and neighborhood groups representing 60,000 Sacramento families.
   - Pottstown Trauma Informed Community Connection (PTICC) combines local organizations, consultants, and funders into work groups that study youth trauma, resiliency, and ways to enhance social emotional learning.

Source: Developing Life Skills in Children: A Road Map for Communicating with Parents, Learning Heroes
Several ongoing communications efforts seek to raise awareness and provide comms-related resources related to social, emotional and academic learning however no central, coherent communications campaign exists, which in addition to local communications efforts, could further raise awareness, build enthusiasm and help drive a common understanding of what it is. Ongoing efforts include -

1. The National Commission is working with Mind + Matter and Learning Heroes to develop a new frame, 'How Learning Happens' and create resources for the partners collaborative however is not equip to lead a formal communications campaign; additionally Learning Heroes released a report on how educators can most effectively communicate with parents to develop children's social and emotional skills
2. The National Commission has also partnered with SoLD and Edutopia on the production of several informative videos
3. Big EQ has created the Equip Our Kids! Campaign to promote school-based social emotional learning through marketing materials and an advocacy kit
4. exSEL is a coalition of MA professional associations committed to expanding social emotional learning; org. partnered with Horan Communications to develop Advocacy Toolkit and resources on how to communicate value of social emotional learning to public officials, news media, social media, etc.
5. The feedback received emphasized the focus of any national and broad-based communications as a tool to promote understanding of social, emotional, and academic development vs. a way to persuade state or local adoption

There are other examples of large-scale communications efforts in education that can serve as models for social and emotional learning, e.g. -

1. The Solutions Not Suspensions and Dignity in Schools campaigns, along with the Dept. of ED’s Office of Civil Rights, brought widespread attention and policy change to the nation’s inequitable school discipline rates, e.g. overrepresentation of minority students receiving suspensions
2. The Stop Bullying campaign is a collaboration of federal agencies working to eliminate bullying; the initiative has partnered with several corporations and foundations, as well as the Ad Council, to develop nationwide public service announcements on bullying prevention
3. Additional examples include Born Learning and Grads of Life Campaign (Ad Council)
Community coalitions and communications | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission’s recommendations within a reasonable period of time?

No

If no / maybe, what is likely gap between the recommendations and the field’s momentum? Why?

While stakeholder interviews and discussions with parents emphasize the important role of community and parent-driven engagement and advocacy, widespread efforts seem to be minimal. Additionally, grassroots organizations are concentrated at state level, which may not attract parents and community members looking to drive change locally.

Resources (e.g. high-quality toolkits) and stronger engagement through place-based networks would support parents and community members to better partner with schools and advocate for increased social and emotional adoption.

To catalyze further commitment by individuals, local organizations, and coalitions, communications campaigns should consider two approaches that are tailored to different audiences:

- A broad, widespread campaign rooted in evidence that informs all stakeholders about social, emotional, and academic learning and why it is important
- Smaller-scale communication efforts that engage parents through local networks and discuss social and emotional learning efforts in their community, helping to bridge the gap between schools and families

What are key opportunities in this area to advance the field?

Create and/or aggregate communications resources to support parents and local leaders to drive and advocate for change in local communities related to social, emotional, and academic development.

Create and/or aggregate communications resources to support partner organizations in explaining and promoting social and emotional practices to stakeholders (Work is currently underway by Commission communications team).

Promote greater collaboration across existing grass-roots efforts through new and/or strengthened place-based networks.

Ignite deeper awareness about and enthusiasm for social, emotional, and academic development through an organized and coherent national communications effort.

X Preliminary Gaps P
# Community coalitions and communications | There is a demand for more widespread & clear messaging about social, emotional, and academic learning

<table>
<thead>
<tr>
<th>Teachers understand and value social emotional skill development</th>
<th>And parents agree that these skills are important</th>
<th>But parents express more concerns about measurement / the role of schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of teachers think social emotional learning is very or fairly important for the in-school student experience</td>
<td>Of parents say schools should have high expectations for social and emotional development</td>
<td>Of parents worry that there will be standards, with their child graded or judged on their feelings</td>
</tr>
<tr>
<td>93%</td>
<td>78%</td>
<td>48%</td>
</tr>
<tr>
<td>Of teachers think social emotional learning will benefit students from all backgrounds, rich or poor</td>
<td>Of parents expect their child to treat others with respect and understanding</td>
<td>Of parents are concerned that the government will collect private information about their child</td>
</tr>
<tr>
<td>97%</td>
<td>71%</td>
<td>48%</td>
</tr>
<tr>
<td>Of teachers think a larger emphasis on social emotional learning will improve students’ life success</td>
<td>Of parents expect their child to continually develop intellectually, emotionally, and socially</td>
<td>Of parents think that schools should focus on academics—reading, writing, math, and science—not teaching children how to think or what to feel</td>
</tr>
<tr>
<td>87%</td>
<td>65%</td>
<td>43%</td>
</tr>
</tbody>
</table>

1 Report that it is “absolutely essential” or “very important”
2 Among parents who identify with both potential benefits and risks of social and emotional learning

Sources: The Missing Piece (Civic Enterprises, Hart Associates), Developing Life Skills in Children (Learning Heroes/Edge Research)
Community coalitions and communications | Field actors

Grassroots advocacy and coalitions

Efforts at the community level to develop coalitions and advocate for policies that promote social, emotional, and academic-related skill development in schools and OST settings

Current state
- Some organizations comprised of individuals that track legislation and advocate for policy change, whereas others are coalitions of other local organizations promoting social and emotional learning in their communities
- Most existing grassroots efforts focused on social and emotional learning are organized at the state level, although most education grassroots efforts focused on public education, funding, and equity
- A few existing alliances of local organizations, associations, etc. focused on whole child education, trauma-informed education

Examples/Major players:

Communications campaigns

Efforts to communicate the value of social, emotional, and academic development with the goal of increasing adoption

Current state
- Very minimal large-scale efforts to communicate value of social, emotional, and academic skill development
- Messaging is widely fragmented across a plethora of organizations, reports, articles, and researchers
- Differences in terminology creates messaging that is incoherent across the field

Examples/Major players:
Educator-led social media & networks | Overview of current field capacity

1. Educators today are more consistently leveraging informal networks and social media channels to share best practices and connect with each other, with several examples going viral that promote innovative and engaging learning techniques.

2. There are several emerging models for teacher-led engagement around social, emotional, and academic development, including:
   - Sevenzo engages practitioners in Twitter-style networks to crowdsource teachers’ social and emotional learning ideas and solutions
   - FuelEd provides educators with professional training on student relationship-building and empathy, and participants enter an alumni network upon completion to continue connecting and sharing of best practices
   - Empatico is a free tool that connects teachers and classrooms around the world through video activities that foster empathy; it is used by the Start Empathy program in Ashoka Changemaker schools
   - Mills Teacher Scholars is a teacher professional learning organization that partners with schools and districts, e.g. Oakland Unified School District, to facilitate educator discussions on topics including the intersection of academics and social emotional learning

3. In addition, some larger organizations are promoting educator engagement through social media platforms, which support interactions on social, emotional, and academic development, among other education topics, such as -
   - Many school districts, e.g. Austin ISD and Sacramento City, use Facebook to promote ongoing social emotional learning initiatives
   - Many social emotional learning organizations, e.g. CASEL, Robert Wood Johnson Foundation, Institute for SEL, SEL in Schools, use Twitter accounts and hashtags to engage teachers in conversation
   - Some well known organizations with sizable followings share social emotional learning content via Pinterest, e.g. We are Teachers has ~156k followers and shares hundreds of pins on social emotional learning

4. There are professional learning communities for teachers to connect and share best practices, some specific to social and emotional learning, others not
   - E.g. Teacher Practice Networks were developed as a collaboration between WestEd’s Center for the Future of Teaching and Learning and the Gates Foundation; program is currently scaled to 13 participating teacher practice organizations and 12k teachers but focuses on Common Core implementation
   - E.g. The National Network of State Teachers of the Year offers an SEL Fellowship, a small-scale, virtual network of teachers who work together to enhance their pedagogical skills related to SEL
   - Teachers’ unions promote peer-to-peer learning for members, e.g. AFT’s Teacher Leaders program, which facilitates discussions about the profession

Source: Education First, Social & Emotional Learning: Looking Back, Aiming Forward
Is the current momentum of the field likely to fulfill the Commission's recommendations within a reasonable period of time?

No

If no / maybe, what is likely gap between the recommendations and the field’s momentum? Why?

While it is possible that some or all of the Commission’s recommendations will drive viral engagement and widespread enthusiasm through the existing channels independent of any formalized efforts, it is likely some intentional initiative or strategy will be required to ensure uptake and distribution across educator-led social media forums and networks.

What are key opportunities in this area to advance the field?

Develop and execute strategy to disseminate recommendations and best practices related to social, emotional, and academic development across educator-led social media forums and networks.
Educator-led social media & networks | Field actors

Teacher networks

Communities that connect practitioners to promote knowledge sharing on best practices in social, emotional, and academic-related skill development for students

Current state
• Numerous networks focused on improving teacher practice, but few that emphasize social, emotional, and academic skill development
• Networks of states and districts are more common than networks of teachers
• Most networks are online, with limited face-to-face interaction
• Many efforts to convene practitioners in one-time discussions on social emotional skills, e.g. summits and roundtables, but fewer ongoing learning opportunities

Examples/Major players:

Teacher social media engagement

Efforts that support practitioners’ use of online media to connect with one another and promote the value of social, emotional, and academic development

Current state
• Many organizations and teachers interacting informally through Twitter and Facebook; many districts also using these platforms to promote social and emotional initiatives
• Efforts are rather localized and disparate rather than central and coherent
• Many organs, e.g. We are Teachers, using Pinterest to share social and emotional learning resources for teachers

Examples/Major players:
xiii - xiv. Aligning and convening the field
Aligning and convening the field | Overview of current field capacity

1. Since its inception in November 2016, the National Commission on Social, Emotional, and Academic Development has been a significant force for promoting collaboration and greater alignment across the field:
   - Both the initial aim and broadly-held reputation of the Commission are as a neutral space that brings together a diverse array of field leaders to collaborate.
   - Through the stakeholder interviews conducted, several participants highlighted the Commission’s neutrality as an explicit advantage for convening and building buy-in for the effort across the wide range of participating organizations.
   - The National Commission’s Partners Collaborative consists of over 50 member organizations across a wide diversity of expertise and focus areas, e.g., National Education Association, National Council of La Raza, National PTA, National Governors Association.
   - Enabled by the work of the Commission, field leaders spanning practice, policy, and research have established new connections; social, emotional, and academic development has gained awareness and been elevated on several partner agendas; and field-supporting work (e.g., the Taxonomy Project) has gained broader awareness more quickly.

2. While broad engagement across organizations has been the focus of the partners collaborative, opportunity exists to further expand the inclusivity of membership to gain momentum for the change effort and to mitigate risk of being typecast in a particular way.
   - Such organizations include: civil rights and social justice-focused organizations, academic-centric organizations, discipline and climate-focused organizations, non-school educational institutions that interact with youth (e.g., museums), politically conservative organizations, faith-based organizations.

3. Stakeholders’ interviews expressed reflected belief that report alone will not catalyze lasting impact of Commission’s recommendations, and that ongoing coalition needed to support implementation:
   - Coalition support entity role could include driving engagement on implementation priorities, facilitating alignment and action, monitoring progress, building and strengthening the coalition, and influencing organizations to find and prioritize their piece of the recommendations.

4. And while an ongoing role for the Commission exists, there was recognition that other organizations should be supported to play convening roles at other levels of the field.

Draft
Aligning and convening the field | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission’s recommendations within a reasonable period of time?

No

If no / maybe, what is likely gap between the recommendations and the field’s momentum? Why?

With the Commission currently working to engage national and regional organizations on social, emotional, and academic development as well as to convene the field around a broad set of recommendations; there will be a need to delegate this responsibility if there is not an ongoing entity that succeeds the Commission.

There are organizations that potentially have the expertise and capacity to take on these roles, however few, if any, have the unique assets of the Commission - its neutrality and expansive relationships across the field.

What are key opportunities in this area to advance the field?

Communicate about and engage on a vision and recommendations for what is needed (i.e., recommendations in *Report from the Nation*)

Create space for field leaders to come together and build both alignment and relationships.

Continue to broaden and strengthen the coalition of organizations engage in the space.

Exert influence on the broader education ecosystem (e.g., influencing associations).

Ensure the core values of the Commission continue to influence how the work in the field is done (e.g., inclusive, multi-disciplinary, emphasis on student voice...)

Track progress across the field and lead ongoing prioritization process for field.

Facilitate knowledge capture and exchange (e.g., online platform for resource sharing).
Aligning and convening the field | Examples in current field

Important to maintain go-forward role to promote ongoing dialogue and convening across diversity of field conveners

Convener of conveners

Conveners of states, funders, or other providers of products and services

Conveners of practitioners including districts, teachers, youth development workers, etc.

Convening occurs (and should continue to occur) at different altitudes by different organizations across social, emotional, and academic landscape

Examples

- Social Emotional Learning Conference (Center for the Promotion of Social and Emotional Learning)
- Collaborating States Initiative
- Collaborating Districts Initiative

Draft
Launched in November 2016, the National Commission is focused on raising the profile of social, emotional, and academic development and coalescing researchers, practitioners and educators to align behind a shared vision of redesigning education based on how children learn and develop.

The 25 member Commission and collaborative partners is representative of a wide range of experience and expertise. The full Commission team includes:

- A Council of Distinguished Scientists
- A Council of Distinguished Educators
- A Youth Commission and a Parent Advisory Panel
- Partner and Funder Collaboratives

Collectively the group is working towards 1) Establishing a clear and shared understanding of social, emotional, and academic development, 2) setting the foundation for a community-driven movement, 3) developing a comprehensive change agenda and recommendations in research, practice and policy for how to integrate social, emotional, and academic development in PK-12 education.
Several large national associations that play a role in policy and advocacy work as well as influence practice in districts and schools
# National & Regional Associations

## Focus and Approximate Size of Each Network/Association

<table>
<thead>
<tr>
<th>Category</th>
<th>Network/Association</th>
<th>Description</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School Leadership</strong></td>
<td>AASA: The School Superintendents Association</td>
<td>Advocates for equitable access for all students to the highest quality public education, and develops and supports school system leaders</td>
<td>14K educational leaders</td>
</tr>
<tr>
<td></td>
<td>National School Boards Association</td>
<td>A nonprofit educational organization operating as a federation of state associations of school boards across the United States</td>
<td>90K local school board members</td>
</tr>
<tr>
<td></td>
<td>National Association of State Boards of Education</td>
<td>Exists to serve and strengthen State Boards of Education in their pursuit of high levels of academic achievement for all students</td>
<td>State boards across US</td>
</tr>
<tr>
<td></td>
<td>Council of Great City Schools</td>
<td>Organization comprised of the nation’s largest urban school systems dedicated to the improvement of education for children in the inner cities</td>
<td>70 of the nation’s largest urban public school systems Representatives from all 50 states</td>
</tr>
<tr>
<td></td>
<td>Council of Chief State School Officers</td>
<td>Council of public officials who head elementary and secondary departments of education committed to preparing students for college, careers and life</td>
<td>Representatives from all 50 states</td>
</tr>
<tr>
<td></td>
<td>Chiefs for Change</td>
<td>Non-profit organization led by bold and innovative district and state education Chiefs serving in bipartisan administrations</td>
<td>-27 state education commissioners and district leaders</td>
</tr>
<tr>
<td><strong>Teachers</strong></td>
<td>National education association</td>
<td>The nation’s largest professional employee organization, is committed to advancing the cause of public education</td>
<td>-3M members of professional educators</td>
</tr>
<tr>
<td></td>
<td>Association for supervision and curriculum development (ASCD)</td>
<td>Membership-based organization dedicated to excellence in learning, teaching, and leading so that every child is healthy, safe, engaged, supported, &amp; challenged</td>
<td>114K members across teachers, principals, superintendents, others</td>
</tr>
<tr>
<td></td>
<td>American Federation of Teachers</td>
<td>An American labor union that primarily represents teachers</td>
<td>1.7M members</td>
</tr>
<tr>
<td></td>
<td>National Council of Teachers of Mathematics (200K members)</td>
<td>The world’s largest organization concerned with mathematics education, serving members throughout the United States and Canada</td>
<td>60K members</td>
</tr>
<tr>
<td></td>
<td>National Science Teachers Association</td>
<td>Committed to promoting excellence and innovation in science teaching and learning</td>
<td>50K members</td>
</tr>
<tr>
<td></td>
<td>Educators for Excellence</td>
<td>Teacher-led movement focused on providing teachers with a collective voice in policies that impact their students and professions</td>
<td>25K members</td>
</tr>
<tr>
<td><strong>Other Education</strong></td>
<td>Alliance for Healthier Generation</td>
<td>Catalyst for children’s health. Works with schools, companies, community organizations, healthcare professionals and families to transform the conditions and systems that lead to healthier kids</td>
<td>31k schools nationwide are using their Healthy Schools Program</td>
</tr>
</tbody>
</table>

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*Note: Sizes are approximate and may vary.*
## National & regional associations | Focus and approximate size of each network/association

<table>
<thead>
<tr>
<th>Category</th>
<th>Network/Association</th>
<th>Description</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other education</td>
<td>PDK International Family of Associations</td>
<td>Professional association for educators that brings together the top leaders, thinkers, and doers to collaborate and inspire one another</td>
<td>23 states and 3 regions official affiliations</td>
</tr>
<tr>
<td></td>
<td>National PTA</td>
<td>A formal organization composed of parents, teachers and staff that is intended to facilitate parental participation in a school</td>
<td>Nearly 4 million parents, children, educators and community leaders</td>
</tr>
<tr>
<td></td>
<td>National Association of School Psychologists</td>
<td>The world’s largest organization of school psychologists, NASP works to advance effective practices to improve students' learning, behavior, and mental health</td>
<td>25k school psychologists, graduate students, and related professionals</td>
</tr>
<tr>
<td>Youth / family advocacy</td>
<td>National center for learning disabilities</td>
<td>Works to ensure that the nation’s 15 million children, adolescents, and adults with learning disabilities have every opportunity to succeed in school, work, and life</td>
<td>1 in 5 people with learning and attention issues</td>
</tr>
<tr>
<td></td>
<td>National Association for the Education of Young Children</td>
<td>Professional membership organization that works to promote high-quality early learning for all young children, birth through 8, by connecting early childhood practice with research</td>
<td>60K members from early childhood community</td>
</tr>
<tr>
<td></td>
<td>Moms Rising</td>
<td>Takes on the most critical issues facing women, mothers, and families by educating the public and mobilizing massive grassroots actions</td>
<td>Over 1 million members</td>
</tr>
<tr>
<td></td>
<td>National Family Engagement Alliance (NFEA)</td>
<td>A network committed to engaging families in education transformation</td>
<td>-1,200 followers on facebook</td>
</tr>
<tr>
<td>Equity / civil rights</td>
<td>National Urban League</td>
<td>A nonpartisan civil rights organization based in New York City that advocates on behalf of African Americans and against racial discrimination in the United States</td>
<td>Oldest and largest community-based organization of its kind in the nation</td>
</tr>
<tr>
<td></td>
<td>NAACP</td>
<td>Ensure the political, educational, social, and economic equality of rights of all persons and to eliminate race-based discrimination</td>
<td>300k members</td>
</tr>
<tr>
<td></td>
<td>National Council of La Raza (Unidos)</td>
<td>Serves the Hispanic community through our research, policy analysis, and state and national advocacy efforts, as well as in our program work in communities nationwide</td>
<td>Partner with a national network of nearly 300 Affiliates across the country</td>
</tr>
<tr>
<td>Legislative</td>
<td>National Governors Association</td>
<td>The collective voice of the nation’s governors and one of Washington, D.C.’s most respected public policy organizations</td>
<td>55 states governors</td>
</tr>
<tr>
<td></td>
<td>National Conference of State Legislatures</td>
<td>A bipartisan organization established in 1975 that &quot;serves the legislators and staffs of the nation’ 50 states, its commonwealths and territories”</td>
<td>The committee is composed of 63 members</td>
</tr>
<tr>
<td></td>
<td>Council of State Governments</td>
<td>Region-based forum that fosters the exchange of insights and ideas to help state officials shape public policy</td>
<td>56 US states and territories, 6 partner Canadian provinces</td>
</tr>
<tr>
<td></td>
<td>United States Conference of Mayors</td>
<td>Annual conference that hosts cities with populations of 30K or more</td>
<td>-1,400 cities</td>
</tr>
<tr>
<td></td>
<td>National Association of State Budget Officers</td>
<td>Professional membership organization for state finance officers</td>
<td>Each state / territory designates 3-5 members</td>
</tr>
<tr>
<td>Category</td>
<td>Network/Association</td>
<td>Description</td>
<td>Size</td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Community</td>
<td>National After School Association</td>
<td>The national membership organization for professionals who work with and on behalf of children and youth during out-of-school time</td>
<td>32 state affiliates across the United States</td>
</tr>
<tr>
<td></td>
<td>National Association of Social Workers</td>
<td>Works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies</td>
<td>120k members</td>
</tr>
<tr>
<td></td>
<td>United Way</td>
<td>Fueled by 2.8M volunteers and 9.8M donors who give time, money and voice to impact education, financial stability and health.</td>
<td>1.8K community-based organizations</td>
</tr>
<tr>
<td></td>
<td>Urban Libraries Council</td>
<td>Membership organization for public library systems and the organizations that serve them - provides a forum to share best practices and innovative ideas</td>
<td>Over 150 library systems</td>
</tr>
<tr>
<td>Research</td>
<td>American Education Research Association</td>
<td>A national research society that is concerned with improving the educational process by encouraging scholarly inquiry related to education and evaluation and by promoting the dissemination and practical application of research results</td>
<td>25K members</td>
</tr>
<tr>
<td></td>
<td>Funders collaborative for innovative measurement</td>
<td>Multi-year effort to facilitate strategic collaboration and alignment among private foundations, public funders, and other educational stakeholders. FCIM was formed to address—and to leverage—increasing interest in “hard-to-measure” intrapersonal and interpersonal skills and competencies.</td>
<td>15 private foundations</td>
</tr>
<tr>
<td>Philanthropy</td>
<td>Grantmakers for Thriving Youth</td>
<td>Funders forum that promotes awareness, facilitates connections, catalyzes collaborations, and disseminates knowledge about policies, practices and research among funders in education, child and youth development, family well-being, health and other allied fields.</td>
<td>18 philanthropic organizations</td>
</tr>
<tr>
<td></td>
<td>Education Funders Strategy Group</td>
<td>EFSG provides a platform through quarterly meetings and other engagement for participating foundations to consider key drivers for systemic improvement in student learning and outcomes.</td>
<td>30 foundations</td>
</tr>
<tr>
<td></td>
<td>Grantmakers for Education</td>
<td>Largest network of education-focused philanthropic organizations, founded on premise that collective insights, shared resources and constructive collaboration enable grantmakers to make more intentional and impactful investments</td>
<td>300 organizations</td>
</tr>
</tbody>
</table>
Appendix
How the National Commission's recommendations and Change Agenda come together to support vision for all children

<table>
<thead>
<tr>
<th>Vision</th>
<th>Education that enables all children to learn and develop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practices</td>
<td>Practices and behaviors in schools, districts and other youth-serving organizations</td>
</tr>
<tr>
<td>Enablers</td>
<td>Aligned and supportive policy</td>
</tr>
<tr>
<td>Levers</td>
<td>Capacity to support schools, districts and other youth-serving organizations</td>
</tr>
<tr>
<td></td>
<td>Communications, advocacy &amp; engagement</td>
</tr>
</tbody>
</table>

**Deep dive on following page**
### Detailed framework for the National Commission's recommendations and Change Agenda

#### Vision
- Clear vision
- Learning environments and instruction
- Adult capacity
- Family / community resources

#### Practices
- Clear vision
- Learning environments and instruction
- Adult capacity
- Equitable resources

#### Enabling policy and research
- Developmental framework
- Learning environments and instruction
- Adult capacity
- Research / practice resources

#### Implementation

**Prioritized implementation levers to drive change**

*(to be identified following Landscape Analysis)*
School / OST design models & curriculum | Recommendations aligned to lever (I/II)

Lever

Encourage creation of new school models and enhance marketplace of integrated social, emotional and academic-related products and services, e.g. curriculum, technology, etc. to drive high quality implementation

*Align Around a Shared Vision of Student Success.* Schools and districts align their vision, mission, values, strategic action plans, and budget priorities with a profile of student success that explicitly incorporates social, emotional, and academic development. The education sector is replete with disparate and fragmented initiatives. Alignment creates clarity and coherence in the system, which enables principals and teachers to focus. As systems work to develop greater alignment, it’s important that they take the voices of teachers and students—those doing the most important work—into account because they have first-hand knowledge of how school and district policies actually affect them and what they need to succeed.

*Explicitly teach.* Districts and schools should create or select evidence-based instructional materials and resources that directly teach social, emotional, and cognitive skills. This includes providing strong organizational routines and intentional teaching to support executive functioning, such as children’s ability to focus and to filter distractions. It also includes direct teaching of such skills as emotional awareness, collaboration, empathy, and the ability to set and achieve goals.

*Embed into academic instruction.* Instructional practices should incorporate key instructional strategies that foster regular opportunities to integrate social, emotional, and cognitive skills (such as self-control, executive function, growth mindset, emotional awareness, relationship skills, self-awareness, empathy, cooperation, and conflict resolution) into academic curricula and throughout the day. This includes addressing stereotype threats, which occur when students receive societal or school-delivered messages that they are less capable as a function of race, ethnicity, language background, gender, economic status, or disability, which often translates into negative self-perceptions that suppress academic achievement. Stereotype threat can be mitigated in classrooms through teachers’ use of affirmations that students are seen as competent and valued and by a focus on tasks as the basis for ongoing improvement, rather than as judgments of ability.
School / OST design models & curriculum | Recommendations aligned to lever (II/II)

Lever

**Practice recommendations**

**Policy recommendations**

**Research recommendations**

**Encourage creation of new school models and enhance marketplace of integrated social, emotional and academic-related products and services, e.g. curriculum, technology, etc. to drive high quality implementation**

**Expand capacity through partnerships.** Districts and schools should collaborate during the school day and in out-of-school-time with community partners and youth development agencies to provide critical additional capacity to schools to support student learning and growth. This will help develop a shared language and approach that provides consistency and common expectations for students and adults.

State and local leaders should promote community partners who serve student needs in ways that connect to the school and operate within and outside school environments.

The ‘Research Questions for the Next Generation’ identify specific topics related to social, emotional and academic-related products and services, including -

- How do school organization, design, culture, climate, and resource allocation influence student development across grade levels and differences in student background?
Lever

Create and roll out a broadened set of systems and tools for measurement of social, emotional and academic learning environments

Facilitate Continuous Improvement. Progress monitoring measures should facilitate capacity building and continuous improvement to better integrate social, emotional, and academic development. Districts and schools have a responsibility for forging a supportive learning environment and should make use of measures such as school climate and culture surveys... Measures of individual students’ social and emotional development are inappropriate for individual or school accountability.

Embrace Holistic Assessments. A holistic assessment system should be embraced that allows students to demonstrate their progress in multiple ways. Creating opportunities for students to engage in relevant and realistic tasks...can motivate and engage students and provide increased opportunities to demonstrate and reflect on progress across a range of competencies.

State and local leaders should support systems that use data and information to continuously improve learning environments for all students

Several ‘Research Questions for the Next Generation’ identify specific topics related to measurement and assessment, specifically -

• What is the common set of skills and competencies (across social, emotional, cognitive, character domains) that are critical within and across developmental periods and settings?
• What are the best indicators that schools are moving in the right direction in supporting students’ social, emotional, and cognitive development?
• What competencies, beliefs, and practices are most critical for teachers across grade levels and contexts?
Technical assistance | Recommendations aligned to lever

Practice: All practice recommendations

State leaders should provide funding, technical assistance, and other resources (e.g. measurement and assessment tools) that help state and local agencies and community-based organizations support district and school leaders to create quality learning environments that foster students’ comprehensive learning and development while reflecting local priorities.

The 'Research Questions for the Next Generation' identify specific topics related to social, emotional and academic-related products and services, including:

- What are the high leverage activities needed for integration and sustained implementation of district- and state-wide efforts targeted to social, emotional, and academic development?
Place based networks and initiatives | Recommendations aligned to lever

**Lever**

**Practice:** All practice recommendations

**Policy:** All policy recommendations

Build capacity and buy-in of place-based networks and equip with resources to support implementation locally
Pre-service training | Recommendations aligned to lever (I/II)

Redesign educator preparation programs to balance knowledge of standards with an understanding of youth development and transform vision for school learning environments

(Districts and Schools) Select Leaders Who Are Models. Knowledge about and skilled implementation of a holistic approach to student learning and development should be an explicit part of leadership identification and ongoing leadership development. A recent study by the Consortium for Chicago School Research found that principals influence school achievement primarily by improving school culture. Leaders must embody and model social and emotional competencies. Decisions to hire or retain people for leadership positions also should consider their skills and experience in planning, implementing, and being accountable for social, emotional, and academic development.

(Districts and Schools) Hire and Develop Staff to Embody the Skills. The integration of social, emotional, and academic competencies needs to be a core priority in the recruitment, hiring, and orientation of all staff members as well as in their ongoing professional learning. This includes helping all staff members develop their own social and emotional competencies, as adults, in order to teach and model those skills for students. Teacher-leadership positions should be structured to extend the impact of teachers who are effective at integrating social, emotional, and academic development. Professional learning also must include a focus on equity, diversity, and cultural responsiveness.
Pre-service training | Recommendations aligned to lever (II/II)

Redesign educator preparation programs to balance knowledge of standards with an understanding of youth development and transform vision for school learning environments

State leaders should redesign the licensure requirements for school leaders and educators, as well as the approval requirements for educator preparation programs, to reflect the knowledge base and competencies required to integrate social, emotional, and academic development.

Several ‘Research Questions for the Next Generation’ identify specific topics related to pre-service training, specifically:

- Which aspects of classroom organization and structure, including routines, support healthy social, emotional, and cognitive development? Which approaches are optimal? What aspects of classroom climate (e.g., relationships, attitudes, etc.) support high quality implementation of practices and strategies tied to social, emotional, and academic development?
- What competencies, beliefs, and practices are most critical for teachers across grade levels and contexts?
- What kind of preparation and support (e.g., content, structure, frequency) is needed to advance high-quality implementation of approaches to social, emotional, and academic development over time?
Focus leadership development providers’ programs more explicitly on developing adult capacity in social, emotional and academic domains.

In-service training | Recommendations aligned to lever

Include All Adults. All staff members should contribute to a respectful, inclusive school culture that models positive behaviors for students through commitment to a shared vision and approach to social, emotional, and academic development.

Select Leaders Who Are Models. Knowledge about and skilled implementation of a holistic approach to student learning and development should be an explicit part of leadership identification and ongoing leadership development.

State leaders should honor existing micro-credentials and other forms of demonstrated expertise (e.g. National Board Certification) or develop new ways to acknowledge educators’ demonstrated competencies and expertise in the social, emotional, and academic dimensions of learning.

Hire and Develop Staff to Embody the Skills. The integration of social, emotional, and academic competencies needs to be a core priority in the recruitment, hiring, and orientation of all staff members as well as in their ongoing professional learning.

State and local leaders should restructure recruitment, hiring, performance management, and career advancement practices, including educator leadership positions, to prioritize demonstrated competency in integrating students’ social, emotional, and academic development among both teachers and school leaders.

What is the role of adults?
- What competencies, beliefs, and practices are most critical for teachers across grade levels and contexts?
- What kind of preparation and support (e.g., content, structure, frequency) is needed to advance high-quality implementation of approaches to social, emotional, and academic development over time?
Public resources and policy | Recommendations aligned to lever

**Lever**

- **Promote** increased and more flexible federal and state resources to support social, emotional and academic development.

- **Engage and advocate** to local, state and federal policy makers to enhance and create supportive conditions for implementation.

**Policy: All policy recommendations**

**What the recommendations say about resources**

- State leaders should provide **funding** in addition to other resources to help state and local agencies create quality learning environments that foster social and emotional development.
- State and local leaders should provide districts with **flexibility** around how they design and run schools, including how they allocate and distribute funds.
- State and local leaders should promote community partners that connect to the school - e.g. fund multi-tiered systems of support.
- Federal, state, and local leaders should distribute resources **equitably and adequately**.
- State and district leaders should evaluate how to **reduce fragmentation** and improve alignment across programs and funding.
- State leaders must create and clearly communicate mechanisms that allow districts and localities to combine and align school-based and community-based resources.
- Federal government leaders should remove barriers and provide incentives within federal programs to allow districts and localities to serve youth more effectively - including through more flexible use of federal dollars, etc.

**What the recommendations say about policy**

- State and local leaders should be able to articulate the essential knowledge and skills of a HS graduate.
- State standards should signal a more integrated approach to student learning and development.
- State and local leaders should support networks of districts and schools through best-practice sharing, etc.
- State and local leaders should support systems that use data and information to improve.
- State leaders should redesign licensure to reflect social and emotional competencies.
- State leaders should honor existing micro-credentials to acknowledge expertise in relevant dimensions.
- State and local leaders should restructure recruitment, hiring, performance mgmt, to prioritize integration of social, emotional, and academic development among teachers and school leaders.
- State leaders should incent educator prep programs to build experiences that emphasize social and emotional competencies.
Youth voice and leadership | Recommendations aligned to lever

Mobilize youth voice and leadership to actively drive national and local implementation agenda

Extend Young People’s Learning into the Community. Children and youth are afforded opportunities to demonstrate and extend their social, emotional, and academic skills while contributing to the wider community, such as through service learning projects. Today’s young people are tomorrow’s citizens and leaders. Recognizing and helping students exercise leadership and voice both in and beyond schools supports their growth while building stronger communities.
Community coalitions and communications | Recommendations aligned to lever

Lever

Grow familiarity, alignment and commitment of local communities, families / parents and grass-roots organizations through balance of local coalition building and clear, consistent messaging and high visibility public campaign(s)

Expand capacity through partnerships. Districts and schools should collaborate during the school day and in out-of-school-time with community partners and youth development agencies to provide critical additional capacity to schools to support student learning and growth. This will help develop a shared language and approach that provides consistency and common expectations for students and adults.

State and local leaders should promote community partners who serve student needs in ways that connect to the school and operate within and outside school environments
Educator-led social media & networks | Recommendations aligned to lever

Lever

Engage educators to spread best practices and awareness about social, emotional and academic development through social media engagement and educator-led networks

Explicitly Teach. Districts and schools create or select evidence-based instructional materials, practices, and resources that directly teach social, emotional, and cognitive skills. This includes providing strong organizational routines and intentional teaching to support executive functioning, such as children’s ability to focus and to filter distractions...

Embed into Academic Instruction. Instructional practices incorporate key strategies that provide regular opportunities to integrate social, emotional, and cognitive skills (such as self-control, executive function, growth mindset, emotional awareness, relationship skills, self-awareness, empathy, cooperation, and conflict resolution) into academic curricula and throughout the day...

Establish Collaborative, Multi-tiered Supports. Create a collaborative, multi-tiered system of supports that unites educators, families, and support providers around a shared developmental framework to ensure that there are appropriate supports for all students both in and out of the classroom...

Embrace Holistic Assessments. A holistic assessment system allows students to demonstrate their progress in multiple ways. Creating opportunities for students to engage in relevant and realistic tasks—such as performance assessments and portfolios—can motivate and engage them and provide ways to demonstrate and reflect on progress across a range of competencies.

Focus on Relationships. School and classroom structures and practices foster positive, long-term relationships among students and between students and teachers or other adults. This provides students with the social and emotional support to overcome obstacles and become confident, self-motivated learners.

Go Beyond Discipline. Behavior supports and classroom management strategies foster belonging, strive to heal relationships, and help children and youth reflect on their actions when a conflict or discipline issue emerges.
Aligning and convening the field | Recommendations aligned to lever

Lever

**Practice:** All practice recommendations

**Policy:** All policy recommendations

**Research:** All research recommendations

Ensure social, emotional and academic development is prioritized on agenda of major national and regional associations within the state, district, school and OST space.

Develop knowledge hub to convene and share resources across the field and encourage ongoing collaboration and continuous improvement.