

Announcing the 2019 Social and Emotional Learning Innovation Fund Awardees

In partnership with the NoVo Foundation and Rockefeller Philanthropy Advisors, we are thrilled to announce the 2019 teacher and district awardees of the Social and Emotional Learning Innovation Fund!

Since 2016, the Social and Emotional Learning (SEL) Innovation Fund has celebrated educators who practice innovative ways to support and center students' social, emotional and academic needs, and who strive to overcome systemic barriers for those farthest from opportunity. Funded projects prioritized student social, emotional and academic outcomes, contained an orientation and analysis of racial, gender and/or social justice, and created restorative approaches to conflict.

Over the last three years, the SEL Innovation Fund has given \$4.1 million to teachers and districts who are working tirelessly to create equitable learning environments where students can thrive. Through a series of convenings and other networking opportunities, we also help educators spread those innovative practices across the country.

With more application submissions than ever before, the Innovation Fund has lifted up practices across communities, growing the efforts of one classroom to many and spreading the work of a single school into district-wide initiatives. Over 1,300 teachers and schools systems submitted proposals that awed and inspired us this year. We received applications from all 50 states plus Washington, D.C. and a number of U.S. territories, representing rural, urban and suburban communities. After a careful review process, we selected 10% of applicants: 101 teachers and 40 districts.

In addition to geographic diversity, our awardees are utilizing varied methods to explore and teach students' and adults' social and emotional learning. One teacher will bridge the historical divide between the school, which has a predominantly Indigenous and Latinx student population, and the surrounding community through student-led art which will celebrate local heroes. One district will train students to lead and facilitate support circles to build relationships and resilience among girls of color. One teacher will use scavenger hunts to grow middle school students' sense of community and charitable giving in rural Wisconsin. Another district plans to launch an adult and student mentoring program. You can explore these and other award-winning projects using the links below.

As in previous years, the 2019 SEL Innovation Fund offered up to \$5,000 grant awards for teacher-led projects and \$25,000 grant awards for district- or charter network-led projects that span multiple schools. The fund supported applicants to create places, environments and practices that value belonging, well-being, tolerance, compassion, listening, non-violence, inclusiveness, working productively together, restoring relationships and repairing harm. Many awardees personalized their projects to address needs in their local communities and student populations. We also sought proposals that specifically supported one or more of the following student populations:

- Students from Indigenous communities
- New arrivals (such as refugees) or immigrants
- English learners
- LGBTQIA+ students
- Girls and young women of color
- Students disproportionately affected by suspensions or the juvenile justice system
- Students with learning disabilities

We extend our sincerest gratitude to all who applied and offer our congratulations to the awardees. We look forward to seeing these innovative SEL projects in action! Check [our website](#) for updates on new opportunities, application details for the 2020 Innovation Fund, and additional resources to support SEL in districts, schools and classrooms.

Awardee Name	Awardee School	Awardee District	State
Amy Habberstad	South Anchorage High School	Anchorage School District	AK
Melissa Linton	N/A–District awardee	Kenai Peninsula Borough School District	AK
Edna Roberts	Southern Choctaw High School	Choctaw County	AL
Jabaria Dent	ACCEL Day & Evening Academy	Mobile Area Education Foundation Public Charter Schools	AL
Alyssa Weston	Eisenhower Center for Innovation	Mesa Public Schools	AZ
Katherine Engel	Amphitheater High School	Amphitheater Public Schools	AZ
Leisa Tobey	Cherokee Elementary	Scottsdale Unified	AZ
Aileen Adao	Math, Science, Technology Magnet Academy at Roosevelt High School	Los Angeles Unified School District	CA
Allison McCart	John Morse (Elementary) Therapeutic Center	Sacramento City Unified School District	CA
Amy Berfield	New Heights Charter School	New Heights Charter School (part of Los Angeles Unified School District)	CA
Anne Snyder	Sally Ride Elementary School	Los Angeles Unified School District	CA
Athena Larios	Lighthouse Community Charter School	Oakland Unified School District	CA
Christa Glembocki	Ethel Dwyer Middle School	Huntington Beach City School District	CA
Elizabeth Zarkos	Canyon	Orange Unified School District	CA
Garland Bush	Islah Academy	Los Angeles Unified School District	CA
Gayle Nadler	N/A–District awardee	Multicultural Learning Center	CA
Juan Reyes	N/A–District awardee	Ducor Union Elementary School District	CA
Karla Lopez	Wonderland Ave. School	Los Angeles Unified School District	CA

<u>Laronda Williams-Catchings</u>	Ninety-Second Street Elementary School	Los Angeles Unified School District	CA
<u>Lesley Washington</u>	Katherine L. Albani Middle School	Elk Grove Unified School District	CA
<u>Michael Zysk</u>	Encina Preparatory High	San Juan Unified	CA
<u>Phillip Taylor</u>	Luther Burbank High School	Sacramento City Unified School District	CA
<u>Robert Montes</u>	New Village Girls Academy	Los Angeles Unified School District	CA
<u>Grant Varveris</u>	Skinner Middle School	Denver Public Schools	CO
<u>Sara Strobing</u>	Red Canyon High School	Eagle County School District	CO
<u>Sheldon Reynolds</u>	N/A–District awardee	Denver Public School–UVA/Turnaround Network	CO
<u>Jennifer Shaw</u>	Metropolitan Business Academy	New Haven Public Schools	CT
<u>Melissa Gentile</u>	Central High School	Bridgeport Public Schools	CT
<u>Cynthia Robinson-Rivers</u>	Van Ness Elementary School	District of Columbia Public Schools	DC
<u>Leah Lamb</u>	N/A–District awardee	Maya Angelou Schools	DC
<u>Christina James</u>	Shue–Medill Middle School	Christina School District	DE
<u>Patrick Casey</u>	N/A–District awardee	Caesar Rodney School District	DE
<u>Jay Sohn</u>	James S. Rickards Middle School	Broward	FL
<u>Jennifer Pace</u>	St. Gerard Campus	St. Johns County	FL
<u>Justin Lipomi</u>	N/A–District awardee	Volusia County Schools	FL
<u>Nandrane Fairclough-Willie</u>	Lauderdale Lakes Middle School	Broward County Public School	FL
<u>Amber Simmons</u>	Brookwood High School	Gwinnett County School District	GA
<u>Derek Minakami</u>	N/A–District awardee	Hawai'i State Department of Education	HI
<u>Ivee Cruz</u>	N/A–District awardee	Honolulu	HI
<u>Bonnie Jakubos</u>	N/A–District awardee	Forrest M. Bird Charter School	ID
<u>David Jablonsky</u>	Multicultural Arts School	Chicago Public Schools	IL
<u>John Butler</u>	N/A–District awardee	Waukegan Community Unit School District 60	IL
<u>Justin Ladas</u>	Transition Center	Hinsdale High School District 86	IL
<u>Katie Harland</u>	West Aurora High School	West Aurora School District 129	IL
<u>Mary Haddad</u>	Disney II Magnet Elementary School	Chicago Public Schools	IL
<u>Nancy Kirby</u>	James Otis World Language Academy	Chicago Public Schools	IL
<u>Ramon Griffin</u>	N/A–District awardee	University of Chicago Charter School	IL
<u>Shawana Ridley</u>	Burnside Scholastic Academy	Chicago Public Schools	IL

Vincent Cefali	Lincoln Middle School	Berwyn North School District 98	IL
Heather Sevier	New Palestine	Southern Hancock	IN
Joy Grimes	N/A–District awardee	Topeka Public Schools	KS
Kayla Chadwell	Corbin School of Innovation	Corbin Independent	KY
Ariel Vardy	Celerity Crestworth Charter School	Recover School District (Part of East Baton Rouge Parish)	LA
Danielle Mayo	Bricolage Academy	Orleans Parish	LA
Alice Laramore	Lilla G. Frederick Pilot School	Boston Public Schools	MA
Candyce Dostert	N/A–District awardee	Cambridge Public Schools	MA
Chelsey Pollock	Seacoast High School	Revere Public Schools	MA
Cristie Reich	Brighton High School	Boston Public Schools	MA
Grace Jung	N/A–District awardee	Boston Public Schools	MA
Hope Hanscom	N/A–District awardee	Mashpee Public Schools	MA
Jasmine Quezada	ENLACE	Lawrence Public Schools	MA
Josue Sakata	N/A–District awardee	Boston Public Schools	MA
Karen Watkins-Watts	N/A–District awardee	Brockton Public Schools	MA
Katharine Atkins-Pattenson	Gardner Pilot Academy	Boston Public Schools	MA
Luke Midnight-Woodward	N/A–District awardee	Holyoke Public Schools	MA
Megan Struckel	Orchard Gardens Pilot School	Boston Public Schools	MA
Nicole Da Silva	Boston International High School	Boston Public Schools	MA
Renee Neuner	Boston International High School/Newcomers Academy	Boston Public Schools	MA
Amanda Shankman	N/A–District awardee	Baltimore City Public Schools	MD
Cortland Jones	Greenbelt Middle School	Prince George's County Public Schools	MD
Danielle Dunn	Hammond High School	Howard County Public Schools	MD
Danielle DuPuis	Hammond High School	Howard County Public Schools	MD
Eric Haber	N/A–District awardee	Baltimore City Public Schools	MD
Suzanne McMurtray	Homewood Center	Howard County Public School System	MD
Upāsikā tree turtle and Gabriel Pickus	The Barclay Elementary/Middle School's 29th Street Community Center	Baltimore City Public Schools	MD
Amy Posey	Goodrich High School	Goodrich Area Schools	MI
Kate Burwinkel	N/A–District awardee	Traverse City Area Public Schools	MI
Carmen Elate	Metro C	Minneapolis	MN

Vanessa Petek	Minnesota Online High School	Minnesota Online High School	MN
Alla Gonzalez Del Castillo, Ph.D.	N/A–District awardee	St. Louis Public Schools	MO
Courtney Uptain	South Elementary	Jackson R2 Schools	MO
Emilie Young	Doris Henderson Newcomers School	Guilford County Schools	NC
Erin Eddy-Lewis and Jessica Bundy	Neal Middle School	Durham Public Schools	NC
Gregory Bowman	N/A–District awardee	Guilford County Schools	NC
Lisa Utterback	N/A–District awardee	Omaha Public Schools	NE
Laura Syria	LEAF Charter School	Fall Mountain–SAU 60	NH
Jaime MacEwen	N/A–District awardee	Cumberland Regional School District	NJ
Jessica Fiorentino	Johnson Park School	Princeton Public Schools	NJ
Michael Diamond	High Tech High School	Hudson County Schools of Technology	NJ
Lisa Vasquez	Ruidoso High School	Ruidoso Municipal Schools	NM
Monico Candelaria	Amy Biehl High School	Amy Biehl High School	NM
Nathan Morrison	N/A–District awardee	NACA Inspired Schools Network (NISN)	NM
Leslie Nix	N/A–District awardee	Clark County School District	NV
Stephan Molder	Procter R. Hug High School	Washoe County School District	NV
Alexis Stubbe	Genesee Community Charter School	Rochester City School District	NY
Amber Chandler	Frontier Middle School	Frontier Central School	NY
Angela Gatti	Rochester Childfirst Network	NYS 4410	NY
Christopher De La Cruz	South Bronx Community Charter High School	District 7	NY
Daniel Jerome	Bronx Studio School for Writers and Artists	New York	NY
Daniel Shanahan	N/A–District awardee	East Ramapo Central School District	NY
Devon Eisenberg	N/A–District awardee	New York City Department of Education–The Young Women's Leadership Schools	NY
Jessica Spinosa	Kingsborough Early College Secondary School	New York City Department of Education District 21	NY
Mambo Tse	Bedford Academy High School	District 13	NY
Maritza Santana	IN-TECH Academy	District 10, NYC Department of Education	NY
Sara Oliveiri	World of Inquiry School #58	Rochester City School District	NY
Catherine Keppers	Findlay High School	Findlay City Schools	OH

Debbie Holecko	North Olmsted Middle School	North Olmsted City Schools	OH
Jill Merolla	N/A–District awardee	Warren City Schools	OH
Pamela Reed	Columbus City Preparatory School for Girls	Columbus City Schools	OH
Taya Oelze	Ellen Ochoa Elementary	Union Public Schools	OK
Ana Pardo	Arco Iris Spanish Immersion School	Beaverton School District	OR
S. Renee Mitchell	Roosevelt High School	Portland Public Schools	OR
Carissa VanDerSluis	Joseph Ferderbar Elementary	Neshaminy School District	PA
Carmella Brown	Pittsburgh Arlington Elementary	Pittsburgh Public Schools	PA
Chatara Benson	N/A–District awardee	KIPP Philadelphia Public Schools	PA
Chrissa Sullivan	Jefferson Middle School	Mt. Lebanon School District	PA
Jerry Egan	N/A–District awardee	Penn Manor School District	PA
Linnell Best	A. Leo Weil Elementary School	Pittsburgh Public Schools	PA
Nicholas Fratto	N/A–District awardee	AIU–Pathfinder School	PA
Samantha Woodburn	William W. Bodine High School for International Affairs	Philadelphia School District	PA
Taylor Hausburg	Penn Alexander School	School District of Philadelphia	PA
Carla Wardyga	William M. Davies, Jr. Career and Technical High School	William M. Davies, Jr. Career and Technical High School	RI
Stacy Jones	William M. Davies, Jr. Career and Technical High School	William M. Davies, Jr. Career and Technical High School	RI
Amanda Adcock	Whites Creek High School	Metro Nashville Public Schools	TN
Garrett Reed	Wisdom High School	Houston Independent School District	TX
Katie Raymond	Anderson High School	Austin Independent School District	TX
Kevin Kerr	N/A–District awardee	Dallas Independent School District	TX
Sarah Walker	The Ann Richards School For Young Women Leaders	Austin Independent School District	TX
Dallas Brooks	Provo Peaks Elementary	Provo School District	UT
Renata Germino	N/A–District awardee	Albemarle County Public Schools, Office of Community Engagement	VA
Tina Vasquez	Charlottesville High School	Charlottesville City Schools	VA
Mary Muroski	Hinesburg Community School	Champlain Valley School District	VT
Angelica Hernandez	Harrah Elementary School	Mt. Adams School District	WA
Douglas Judge	N/A–District awardee	Highline Public Schools	WA
Jen Wickens	N/A–District awardee	Impact Public Schools	WA
Julie Schillreff	N/A–District awardee	Mt. Adams School District	WA

<u>Kristin Schutte</u>	N/A–District awardee	Olympic Educational Service District (OESD) 114 Division of Teaching and Learning	WA
<u>Kristina Nicchi</u>	Hazel Valley Elementary	Highline Public Schools	WA
<u>Latasha Larez</u>	Harrah Elementary School	Mt. Adams School District	WA
<u>Lassity Sullivan</u>	Lincoln Elementary	Whitewater Unified School District	WI
<u>Michelle Rooks</u>	Jackson Hole Middle School	Teton County School District #1	WY

Amy Habberstad, South Anchorage High School, Anchorage School District

Teacher, Two-year grant

Slow Down to Go Fast: Rethinking Innovation at SAHS

How does an innovative program innovate through change? Our program recently went through a change in leadership. We learned that by continuing to push forward with big goals, our foundation is weakening. We need to "slow down to go fast." We need to reinvigorate our focus on our program and then spread our message. We want to change our monthly classroom visits, improve our annual adventure course day and better communicate our accomplishments through increased social media presence. Once we reinvest in our program, we can share our mission by hosting a conference for other burgeoning mentorship programs in Alaska.

Melissa Linton, Kenai Peninsula Borough School District

District, One-year grant

Personalizing Social Emotional Learning Needs in KPBSD: Connections Before Content

The mission of the KPBSD is to build strong, positive relationships with all students. Students will demonstrate life-readiness skills, and possess resiliency and perseverance to achieve their goals. In order for our students to do this, our community and educators need training and strategies to design positive classroom environments that provide and cultivate strong, positive relationships to meet their students' social and emotional needs. Our goal is to engage and train students, educators and community members on how to build cultures of strength, rather than trauma, so students can succeed and reach their goals.

Edna Roberts, Southern Choctaw High School, Choctaw County

Teacher, One-year grant

Our Garden is Your Garden

Our greenhouse and garden provides a safe and inviting atmosphere for all students at school to find purpose and acceptance. We teach job skills and social skills. Students build planters, plant crops, socialize and assist each other in the garden area and are beginning to interact more in the general education setting. Food production and distribution has united various sectors of the community in a productive way. Our garden area is open to all students, teachers, community volunteers and local

businesses in an effort to promote acceptance and education.

Jabaria Dent, ACCEL Day & Evening Academy,
Mobile Area Education Foundation Public Charter Schools
Teacher, Two-year grant

GENTs3 of ACCEL

This project is targeted at our male student population ages 14–19 and is a rite of passage program that focuses on character development through partnerships that align community resources to help our men explore who they are, discover their strengths and passions as men and develop a success-driven vision. GENTs3 is an acronym that stands for Gentlemen Embracing New Opportunities Through Style, Strength & Substance.

Partnering with local professional men, this program will provide positive male role models to help shift the paradigm of thought around what it means to be successful and will help our young men practice goal-setting and healthy decision-making through one-on-one and small group mentoring and interventions. Monthly "Man Talks" with local male leaders will provide our students with relevant pictures of success and help them to reshape their narrative about their future.

Alyssa Weston, Eisenhower Center for Innovation, Mesa Public Schools
Teacher, One-year grant

Rising Hope Through Aliento

This project is a partnership between Eisenhower Center for Innovation and Aliento, a community-based organization. Our purpose is to engage in a targeted intervention for an underserved population that invests in developing students' leadership and emotional regulation skills. The primary goal of this project is to increase students' ability to identify and articulate an emotion they're feeling, then choose a strategy to self-regulate that emotion. Students will have the opportunity to learn from each other's lived experiences when dealing with trauma; students will then be taught healthy coping mechanisms that they can implement when experiencing high levels of stress and anxiety.

Katherine Engel, Amphitheater High School, Amphitheater Public Schools

Teacher, Two-year grant

Grammar in the Greenhouse

Amphitheater High School has over a hundred refugee and immigrant students participating in the English Language Development program that merges language instruction and mentorship needed for the students' successful integration into US society and local community through their social and emotional learning. The department is working on the "Grammar in the Greenhouse" problem-based learning strategy that involves all EL students in urban gardening, incorporating its multiple aspects in academic curricula and personal development. The students acquire new skills and reinforce the talents they bring from home countries and families, shine in a new light, a new environment and engage in activities that strengthen their 21st century skills, such as effective communication with representatives of many countries of the world, teamwork, basic financing, growing their own food, healthy nutrition and sharing with the community. They engage in field trips around the community that deepen their understanding of connection between school and life and prepare for new career paths.

Leisa Tobey, Cherokee Elementary, Sottsdale Unified

Teacher, Two-year grant

SEL: A MERE Modification in our Teaching Practices

Life's stresses spare no one. Our society is being redesigned in terms of how we work, parent, relax, and most significantly, how we communicate. Social norms and social skills aren't keeping pace with changes our students experience. Their stresses are real; the pressure to succeed is high. Elementary educators are ideally positioned to help our students learn to navigate the world more effectively. Our goal is to integrate social and emotional learning into every area of our curriculum by integrating SEL "practices" into our daily lessons, "A Mere Modification." Further, the same "practices" will be integrated into our schoolwide behavior plan.

**Aileen Adao, Math, Science, Technology Magnet Academy at Roosevelt High School,
Los Angeles Unified School District**

Teacher, One-year grant

Empowering our Girls in our Modern Society

The goal of this project is to support the Girls Empowered in Modern Society Club (GEMS) for all the young women of color on campus. This club has chosen student leaders that aim to provide a space where girls can feel comfortable being themselves and explore sensitive topics like body shaming and healthy relationships. With this grant, the club will be able to provide outreach to the entire female school population with a Day of Self-Care or a Young Women's Student-led Conference. We also hope to use funds to create opportunities for field-trips, support with weekly meetings and conference attendance, mentoring opportunities and even inviting expert guest speakers and organizations.

Allison McCart, John Morse (Elementary) Therapeutic Center,
Sacramento City Unified School District

Teacher, Two-year grant

The P.E.A.C.E. Project (Positivity Encouragement And Compassion Everyday)

My fourth grade class and I created the "P.E.A.C.E. Project", a SEL project focusing on being positive, encouraging and showing compassion every day. Lifting others up and caring for others empower the students themselves and imprints hearts and communities around us. Our goal is to teach, model, practice and spread the P.E.A.C.E. in our school, neighborhood and community. Our dream is to spread our "P.E.A.C.E. Project" throughout the nation! Through this SEL project, students will be able to build upon their own social capital and are empowered to make an incredible difference in others' lives and communities.

Amy Berfield, New Heights Charter School,
New Heights Charter School (part of Los Angeles Unified School District)

Teacher, One-year grant

Growing our School Community into a more LGBTQIA+-Inclusive, Welcoming and Affirming Environment

New Heights Charter School, an urban school located in South Los Angeles, will use NoVo funding to become a more LGBTQIA+-inclusive, welcoming and affirming environment by having faculty and staff engage in professional learning to build their understanding. This project will address a need the whole faculty has identified and will reduce teasing and conflict at our school. Our school was founded on the

belief that social and emotional learning is inextricably linked to academic learning—this program allows us to take the next step to realizing our vision.

Anne Snyder, Sally Ride Elementary School, Los Angeles Unified School District

Teacher, One-year grant

Pathway to Peace

This Peacemaker Project is to improve our students' emotional intelligence and skills in solving conflicts through the Peacemaker Program. This program includes staff training and painting a Peace Path in the school playground which provides concrete steps for our students to learn and practice self-awareness, empathy, self-regulation and conflict resolution. The project will be integrated with digital arts programs such as iMovie production and the presentation will be shared with our community. Improvement science Plan-Do-Study-Act (PDSA) cycles will be implemented throughout the project to measure the effectiveness and the outcomes of this project.

Athena Larios, Lighthouse Community Charter School, Oakland Unified School District

Teacher, One-year grant

Addressing Gun Violence through an Expeditionary Learning Expedition

Lighthouse Community Charter School will develop a curriculum focused on gun violence prevention involving the 7th grade. The program is interdisciplinary and allows youth to focus on an interest-powered issue while strengthening community relationships and gaining valuable real-world experience. This project supports our students by acknowledging and emotionally supporting students who live in an environment in which gun-violence is a fact of life. We recognize that we can't ignore the trauma that students bring to school. Rather than feeling like victims, students need to have ways to become informed, express their feelings and feel like they can use their voice for change.

Christa Glembocki, Ethel Dwyer Middle School, Huntington Beach City School District

Teacher, One-year grant

“Bystander”: A School-wide Read-Aloud Anti-Bullying Project

The Dwyer Middle School Tier I SEL project is a teacher read-aloud of a book called “Bystander” by James Preller. The book addresses bullying from the perspective of a 7th grader, while also exploring themes of empathy and struggles with personal issues. After reading each chapter, teachers will lead discussions and activities through school-wide online forums. Social and emotional topics will not only be emphasized during this book, but by experiencing it all together, we can continue these themes throughout the year. The SEL components will also be woven into our GRIT program, as well as with our parent community.

Elizabeth Zarkos, Canyon, Orange Unified School District

Teacher, One-year grant

Student-Based Equine-Assisted Coaching

Hanaeleh’s Equine Assisted Coaching program allows for students to experience horse behavior and with the help of certified equine-assisted coaches, to apply the understanding of that behavior to their own lives. The program focuses on developing leadership skills and working to become a stronger, more resilient individual. The focus of EAC for students includes both leadership skills and mindfulness. By observing and working with the horses, the students will work to build upon their own personal life skills as well as gain insight in how horses live in the present and transfer that ability to their own lives.

Garland Bush, Islah Academy, Los Angeles Unified School District

Teacher, One-year grant

Building Bridges in South Los Angeles

Building Bridges in South Los Angeles incorporates spoken word elements of theatre and media arts in a project that strengthens youth identity, empowers youth voices and fosters cross-cultural communication. The project is a long-term collaborative partnership between Islah Academy, the Jordan Downs Boys and Girls Club and Free Arts based on SEL principles that reaches a population reflective of the cultural and religious diversity of South Los Angeles. Participants work with experienced instructors to explore themes and content throughout the 30-week season in preparation for the culminating spoken word event which is open to the community.

Gayle Nadler, Multicultural Learning Center

District, One-year grant

SEL Across the Curriculum

The Multicultural Learning Center (MLC) is developing a K8 Scope and Sequence for Social and Emotional Learning outcomes aligned with academic learning experiences. Students develop their abilities to be self- and socially aware, to problem-solve and communicate in the context of their community and apply those understandings to learning about the world beyond their immediate environment through history, science and diverse literature. MLC is providing all staff with professional learning in behavior support, restorative practices, growth mindset, anti-bias teaching and community circles. Parents will engage in this work and bring the strategies home through parent workshops offered in English and Spanish.

Juan Reyes, Ducor Union Elementary School District

District, One-year grant

Valores

The description for this project is forthcoming. Please check back soon!

Karla Lopez, Wonderland Avenue School, Los Angeles Unified School District

Teacher, One-year grant

Strengthening Our Social and Emotional Learning Curriculum and Program

With this grant, teachers will host Parent & Family Councils to create a community of communication, problem-solving, self-reflection and leadership with parents and students. Our SEL committee will use weekly SEL themes and lessons that include mindfulness, meditation and develop SEL skills in self-esteem, self-awareness, management of emotions, empathy, problem-solving, conflict resolution, reflection and leadership capacities through an instructional practice that holds student voice at the center. We hope to empower students to create positive change in their lives and the world. Through this project, we will incorporate components of Mindfulness, Responsive Classroom and Way of Council in our lessons.

Laronda Williams-Catchings, Ninety-Second Street Elementary School,
Los Angeles Unified School District
Teacher, One-year grant

“What’s Love Got To Do With It”: Learning to Effectively Communicate through the Process of Love

The ultimate goal for the project “What’s Love Got To Do With It” is to give individuals the tools they need to effectively communicate in different settings through the process of love and understanding. The project will give a voice to those that lack the skills to effectively communicate with each other. It teaches them how to express themselves and listen to the thoughts and feelings of others. The workshops will provide the skills needed to help rebuild relationships and restructure their communication skills. A positive communication setting will be provided for the participants to socialize and learn healthier ways to display and use effective communication skills. “We can’t bring about change unless we plan to be a part of the solution.”

Lesley Washington, Katherine L. Albani Middle School, Elk Grove Unified School District
Teacher, Two-year grant

Students in School NOT Suspended

“Students In School NOT Suspended” will shift current practice from traditional discipline to Restorative Practices. Instead of being suspended, students will remain at school to reflect on their actions, take responsibility for harm done and understand their obligation to repair harm. Restorative Practices addresses the needs of the victim and reintegrates the offender back into the school community, two components not included in traditional disciplinary practices. Additional goals are to reduce recidivism among offenders by changing their behavior, increase accountability regarding agreements made between offenders and victims and improve relationships with students and families.

Michael Zysk, Encina Preparatory High, San Juan Unified
Teacher, One-year grant

Restorative Justice Class Elective

We intend to counter the increasing data of referral and suspension rates of our 6th grade students, particularly our males of color, with weekly restorative practices. We believe we'll positively impact these trends by training high school students—who look and sound like the 6th grade students of our community—in restorative practices.

Phillip Taylor, Luther Burbank High School, Sacramento City Unified School District
Teacher, Two-year grant

Community Restoration Project

The “Community Restoration Project” (CRP) has developed a simple, cost-effective approach to school discipline that any secondary school discipline office can implement in order to achieve a restorative approach. It is a school discipline plan that not only responds in a restorative way to the incident that led to an office referral but that can also respond each student’s deeper, underlying issues and relates with the student and their struggles to be successful. CRP does this in a time-efficient, transparent and cost-effective way, fostering effective communication between teachers, students and administration.

CRP also provides “layers” of adoption so that each school can find a way to develop a restorative discipline process that fits their existing discipline process. Higher levels of adoption can even efficiently implement proactive approaches to restorative discipline that seek out “hot spots” at the school-site and prevent excessive referrals and the subsequent suspensions before they happen.

Robert Montes, New Village Girls Academy, Los Angeles Unified School District
Teacher, One-year grant

Language through Children’s Literature

The “Language through Children’s Literature” project aims to develop critically needed language skills for level 1 and 2 EL students. The curriculum will integrate children’s texts as the starting point for English literacy with language application through dramatic performances of the texts. Once students have mastered the texts, they will present the stories in live performances for local daycare services, kindergarten classes and public libraries serving a native Spanish-speaking population. By focusing on the dramatic performance of children’s texts to a highly receptive audience, students will build self-confidence when speaking English.

Grant Varveris, Skinner Middle School, Denver Public Schools

Teacher, One-year grant

Building an Inclusive Community from the Inside Out

Students with emotional disabilities often have difficulty integrating into a classroom and are at risk of poor school outcomes such as delinquency, dropping out and strained relationships, not to mention low self-esteem and a sense of hopelessness. Taking our social and emotional learning strengths into the community and engaging in service-learning projects, cultural explorations and opportunities to access a wide range of community supports will increase our investment in school, our self-regulation and overall well-being. Increased community engagement will also help community members increase awareness to provide a more inclusive environment as a wraparound support.

Sara Strobing, Red Canyon High School, Eagle County School District

Teacher, Two-year grant

The Art of Life

The purpose of this project is to help our alternative high school students gain the tools they need to actively cultivate mindfulness and healing in their lives. We will be the first in our district to create a full class centered on trauma-based practices and healing. We will be using ideas of art therapy, mindfulness and counseling to help equip students with the necessary tools to assess situations and appropriately respond. Our goal is to create student leaders who will help teachers create an environment of inclusivity and support for everyone through social and emotional learning opportunities in every classroom. In addition, we want our students to be able to present ideas and policy for the entire district. In order to achieve this, we expect students to gather tools that they can use on a daily basis to help with stress and anxiety as well as their interactions with others. To do this, we will be utilizing trauma-informed teaching practices, counseling, as well as art as therapy. In addition to students assessing their own lives, we want them to help create lessons and ways that teachers can utilize social and emotional learning on a daily basis. Our large goal is to have students write policy ideas and work with our board of education to create widespread social and emotional learning for our entire district kindergarten–12th grade.

Sheldon Reynolds, Denver Public School-UVA/Turnaround Network

District, Two-year grant

Using Network Improvement Communities to build and implement the Identity Development Framework

The UVA Breakthrough Network is a smaller cohort of schools within the Denver Public Schools system which uses the Network Improvement Communities (NIC) model to drive the collective work of our schools. We are using our understanding of strategic planning, design theory and improvement science to develop and implement the Identity Development (ID) framework. The ID framework is centered around developing our students' identity of what it means to be a learner and a well-rounded person and around using the best instructional and SEL practices developed through the lens of culturally responsive teaching, multicultural education and social justice work.

Jennifer Shaw, Metropolitan Business Academy, New Haven Public Schools

Teacher, One-year grant

Developing a Student-Led Youth Justice Panel

Metropolitan Business Academy is creating a student-run "Youth Justice Panel" with the help of the school's Restorative Justice Practices working group, its Peer Leadership course and Youth Court of Connecticut. "Youth Justice Panel" will allow students to take the lead in mediation, restorative circles and other restorative justice practices that help maintain Metro's reflective, collaborative and whole-person approach to teaching and learning. Through trips to other Youth Courts in the area and research on Restorative Practices, Metro's Youth Justice Panel will be developed in conjunction with its Peer Leadership course and the teacher-led Restorative Justice Practices working group. Students at all grade levels will be trained in Restorative Practices either through the Peer Leadership course or as an extracurricular club, with the hope that students will spend at least two years as part of the Panel to establish it as part of Metro's culture.

Melissa Gentile, Central High School, Bridgeport Public Schools

Teacher, One-year grant

Student Ambassadors: Modeling Social and Emotional Learning

The Central High School Ambassador program was created to help build social and emotional intelligence amongst the students and staff while helping to build a positive school climate and a peer mentoring program to support any struggling student. Our CHS Ambassadors are natural student leaders who can act as a peer mentor to incoming students or take part in training to be able to model social and emotional skills and practices in our school and classrooms. These students will work together on building community through the use of circles, social and emotional intelligence skills and restorative practices while taking part in collaborative activities.

**Cynthia Robinson-Rivers, Van Ness Elementary School,
District of Columbia Public Schools**

District, One-year grant

BLOOM: Investing in the Whole Child in DC and Beyond

Van Ness Elementary School believes that children's academic success is inextricably linked to their overall well-being and in the belief that we must attend to the development of the whole child while also achieving excellence in academics. At Van Ness, supporting students' social and emotional growth is the foundation for everything we do. This year, we are working with five DCPS schools to refine the model, which is rooted in learning science, and test its impact in other settings. Over the next four years, our goal is to reach 15,000 students in DC and beyond.

Leah Lamb, Maya Angelou Schools

District, Two-year grant

Maya Angelou Schools' Trauma-Informed Art Therapy Program

The Maya Angelou Schools, an alternative charter school network in Washington, DC serving disconnected and incarcerated youth, will partner with an experienced art therapy provider to offer arts therapy to our students. Our community partner will implement a trauma-informed art therapy program using a strength-based approach that enables students to achieve core social and emotional learning competencies. Artistic activities have been proven effective in releasing mental tension and building resilience among trauma victims. As such, the goals of the program are to provide artistic activities that not only improve our students' resilience but also support academic and behavioral growth.

Christina James, Shue-Medill Middle School, Christina School District

Teacher, One-year grant

Take Two, Own Two/Restorative Circles

More and more information and research is being presented about students and Adverse Childhood Events (ACEs). We recognize that students cannot learn academically if they are behaviorally not present. The latest research around ACEs from the Center for Disease Control is that 45 percent of school-age children have experienced more than three ACEs. The CDC identifies specific future health risks as a result. It is time to start training our staff and community on this research and techniques to help students self-regulate. Real learning only occurs when a student is in a state of mind to acquire new information. We are purchasing SEL curricula as well as enhancing the few interventions and programs we currently have in place in order to continue our progress as a school of Distinguished Mental Health and Wellness!

Patrick Casey, Caesar Rodney School District

District, One-year grant

Ascension Through Diversity Project

The goal of the “Ascension Through Diversity Project” is to unify and develop a prevention and early intervention system that is comprehensive and equitable; one that addresses barriers to learning and teaching, designed to positively impact all students. Effectively implemented with integrity, the project will (1) Increase students’ contribution to the well-being of the community, (2) Improve classroom climate schoolwide, and (3) Support socially-appropriate problem-solving skills amongst their peers. The overarching intent is to improve the environment of our schools while establishing a welcoming and supportive climate where our schools are perceived as prevention-centric, focused on accommodating diversity, promoting social and psychological wellness and assuring equity of opportunity, enabling all students to succeed at school.

Jay Sohn, James S. Rickards Middle School, Broward

Teacher, One-year grant

Windows and Mirrors: Exploring Who We Are in the Social Studies Curriculum

Many students at Rickards Middle School are not all able to make connections between their culture and personal experiences despite following the prescribed Social Studies standards. The inclusion of all cultures could be enriched in the Social Studies curriculum but with supplemental resources, the use of SEL competencies and cultural awareness for teachers, this gap could be bridged. The funds will be allocated on professional development for teachers on cultural awareness and sensitivity along with teacher resources, field trips and school-wide initiatives. We hope to provide the “mirror” for all students to see themselves reflected within the Social Studies curriculum.

Jennifer Pace, St. Gerard Campus, St. Johns County

Teacher, One-year grant

Psychology and Social and Emotional Skills Development

This year-long psychology course takes a look at all aspects of a person, past trauma and family history of the teen moms in class. Mothers’ outcomes will be measured through pre- and post-tests through a self-administered lifestyle analysis. Throughout the course of the year we will study: development and self-actualization in September, fear and anxiety in October, social psychology in November, attachment theory in December, famous faces of Psychology in January, healthy and unhealthy relationships in February, personality and birth order in March, child psychology in April and a “This Is Me” video project in May.

Justin Lipomi, Volusia County Schools

District, Two-year grant

Shattering the 9th Grade Bottleneck

During the 2017–2018 school year, 13.99 percent of 9th grade students in Volusia County Schools (VCS) did not meet the requirements for promotion to 10th grade. Research has shown that 9th grade retention increases the likelihood of high school dropout. To address this issue, “Shattering the 9th grade Bottleneck,” a grant-funded program, will bring intentional student-led SEL mentoring to at-risk 9th grade students. The SEL skills and competencies of all students involved in this program will be

developed and strengthened. In addition, student leaders will receive scholarship funding for the critical services that they are providing to their community.

**Nandrane Fairclough-Willie, Lauderdale Lakes Middle School,
Broward County Public School**

Teacher, Two-year grant

(Social Emotional * Science and Engineering) SE² Learning

With a population of over 90 percent black students, Lauderdale Lakes Middle School demonstrates characteristics, strengths and difficulties associated with a science curriculum that is non-responsive and non-representative of the population. With the absence of their own culture and identity in the curriculum, students lack motivation to strive for and attain proficiency, with 35 percent of students showing proficient on the Florida Standards Assessment (FSA). Through awareness and infusion of contributions blacks have made to Science and Engineering, students will be able to connect with the content, increasing self-awareness through accurate self-perception and self-confidence, thereby improving proficiency. This grant will make such connections by educating our intellectual capital (teachers) so that they can equip students in integrating SEL and science content through interactive materials that grab, maintain and pique interest, ultimately improving their academic functioning in science.

Amber Simmons, Brookwood High School, Gwinnett County School District

Teacher, One-year grant

Diverse, Inclusive and Bilingual Literacy Program

Data has shown that SEL has had overwhelmingly positive effects on the academic achievement of English learners (ELs) and students who have Emotional and Behavioral Difficulty challenges. ELs and special education students often experience high anxiety and low self-confidence. In order to address the social and emotional needs of this demographic while also supporting ways to close the literacy achievement gap between this demographic and the rest of the school, this project has a four-pronged plan:

1. An English to speakers of other languages bilingual classroom library to ensure students have access to literature in their native tongue to help maintain the connection to their culture

2. "Book Gift" program at the end of each semester for resource English Language Arts classrooms to promote pleasure reading for struggling readers and at-risk students
3. Enlarged bilingual section on the Gwinnett County BookMobile
4. Diverse, inclusive and bilingual "little free libraries"

Derek Minakami, Hawai'i State Department of Education

District, Two-year grant

E 'Ohana Hou

E 'Ohana Hou, a collaborative project between Samuel Wilder King Intermediate and Kane'ohe Elementary, couples SEL with innovative learning design that intentionally strengthens students' sense of Hawai'i and responsibility to their community. E 'Ohana Hou will use storytelling and trauma-informed practices to support students. Concurrently, students will engage in advanced STEM and entrepreneurial opportunities in which they exercise greater agency over their own learning. Acknowledging the important role families and the community play, E 'Ohana Hou will align the collective effort to provide healing, build students' resilience and result in improved attendance, behavior and academic growth.

Ivee Cruz, Honolulu

District, Two-year grant

A'o Youth: Hawaii Youth Leadership Program

The "A'o Hawaii Youth Leadership Program" focuses on guiding student leaders based on the Hawaiian concept of A'o: to teach and to learn. A'o Youth cultivates students as catalysts for change in classrooms, schools and communities. Students serve as ambassadors, global citizens and leaders. A'o Youth weaves diversity, social justice, indigenous and global issues with an innovative student-centered approach to cultivate lifelong learning. SEL serves as the foundation for being able to explore, apply and understand complicated community and world issues. SEL empowers students with the tools to address the constant ever-changing world in meaningful, mindful and healthy ways.

Bonnie Jakubos, Forrest M. Bird Charter School

Teacher, One-year grant

Transitions: Social and Emotional Learning

This project is focused on three age groups facing three different transitions in secondary education: Starting 6th grade in middle school, 9th grade in high school and 11th and 12th grade about to enter the adult world. Students learn skills to work individually and collectively to foster a compassionate school environment and to take these skill sets into their larger adult world. Grant funds will be used for all three groups of students on curriculum materials, speakers, team building exercises, travel to off-campus course work and visits to vocational and college campuses.

David Jablonsky, Multicultural Arts School, Chicago Public Schools

Teacher, One-year grant

Using Peer Conference to Repair Harm and Restore Relationships

Multicultural Arts School (MAS) is seeking to develop and sustain Peer Conference, which will be starting its third year. This group uses restorative justice practices to address student behavior needs. In lieu of traditional forms of discipline, under this model, students consult with a peer who has violated the code of conduct, and through a conference, they reveal the root causes of the misbehavior, identify the damage done by the actions and generate an agreement to repair the relationship. The school will expand training and support for students and staff to specifically focus upon trauma sensitivity as current resources are inadequate.

John Butler, Waukegan Community Unit School District 60

District, One-year grant

Bibliotherapy: A "Novel" Approach to Social and Emotional Learning

Bibliotherapy is literally a novel approach to social and emotional learning with the basic premise that information, guidance and solace can be found through reading. For young people, reading novels helps them acquire the thinking skills to consider multiple viewpoints, respect differences and become self-aware. Moreover, by prioritizing the reading of multicultural texts and examining injustice in literature

and life, students engage in thinking critically in sophisticated and politically charged issues of equity and justice in uncomplicated ways. These critical thinking skills are advantageous to learners not only in the short-run, but well into life as they navigate daily tasks and challenges.

Justin Ladas, Transition Center, Hinsdale High School District 86

Teacher, Two-year grant

College Stress Management: SEL Curriculum to Support Dual-Enrolled High School and College Young Adults

The stresses of navigating college can unwittingly impede students who otherwise have the intellectual abilities to succeed. The goal of this project is to provide a course ("College Stress Management") that utilizes evidence-based best practices through culturally responsive instruction while developing an equitable curriculum that provides transformative opportunities and supports the development of student voice, leadership development and emotional growth. More specifically, we would like to use this class, as well as a leadership summit, as an incubator to develop student leaders (women of color with disabilities) to act as peer mentors for incoming students in our program. "College Stress Management" will incorporate culturally responsive texts and be taught in collaboration with a social worker and special education teacher utilizing a social justice framework while focusing on the following emotional intelligence competencies (self-awareness, self-management, responsible decision-making, relationship skills and social awareness). Students will leave the course with a stronger ability to self-advocate in community settings and a better understanding of their own identities and why this should be thoughtfully applied in their everyday lives.

Katie Harland, West Aurora High School, West Aurora School District 129

Teacher, One-year grant

Global Minds Initiative: Global Minds Club, West Aurora High School Chapter

West Aurora High School Global Minds Club is one chapter of "Global Minds Initiative", which is a for-youth by-youth organization that inspires students to form social bonds, intercultural friendships and to consider global issues through youth-led extracurricular activities. Club leaders consist of Native English Speaking (NES) students and immigrant students, fluent in English. The "mentees" consist of immigrant, refugee and/or asylee students from all over the world. Student leaders plan and facilitate all activities.

Newly enrolled students will receive free school supplies. Students participate in various classroom and community activities, listen to guest speakers and participate in service projects.

Mary Haddad, Disney II Magnet Elementary School, Chicago Public Schools

Teacher, One-year grant

Agents of Change

Not belonging can break our hearts and spirits, deplete our self-worth and negatively impact academic success. The Agents of Change initiative increases the stories students tell about belonging in the school setting.

In this project, learning is personalized to empower students to promote ideas they elect as important and significant to who they are and how they want to interact with the world. The program's design integrates SEL, art, core subjects and the "Agents of Change" initiative. The projects are informed and developed through collaborative partnerships with educators, families, community members, artists and art institutions to facilitate meaningful experiences for the students.

Nancy Kirby, James Otis World Language Academy, Chicago Public Schools

Teacher, Two-year grant

Fun with Our Feelings

Our pre-school students are so excited to participate in a variety of "Drama Activities" in order to set in motion their social and emotional learning. During Drama Time, our students will use costumes, masks, emotional dice and imaginative play to depict different feelings and how to respond positively to those feelings. Also, our students will have lots of opportunities to explore different cultures through books, dramatic play, food and the arts.

Ramon Griffin, University of Chicago Charter School

District, One-year grant

Building Strong Children through Meta-Cognition: An Integrative Approach to Social and Emotional Learning

The “Building Strong Children through Meta-cognition Integrative SEL” project is designed to deconstruct our current student code of conduct, decrease punitive practices that lead to suspensions and to create more restorative solutions for students perpetually targeted by disproportionate discipline. We will construct powerful and engaging professional development that focuses on the root causes of student behavior but also examines the implicit biases and hazardous educator perceptions that push vulnerable students out of school. This project will catalyze educators to work with students and families to co-create an inclusive school culture that builds towards a University of Chicago Charter School graduate.

Shawana Ridley, Burnside Scholastic Academy, Chicago Public Schools

Teacher, Two-year grant

Brown Girl Magic

"Brown Girl Magic" is a empowerment program for young brown girls in a title 1 school on Chicago's south side. Brown Girl Magic means to feel secure, take action, make positive choices for their own lives and do positive things for others. Brown Girl Magic girls learn to think critically about the world around them, to express their feelings and acknowledge the feelings and thoughts of others in caring ways. In times of insecurity and self-doubt, their feelings will not be paralyzing because Brown Girl Magic members will have learned to work through their problems. Brown Girl Magic aims to encourage girls to grow up to lead full, valuable lives, ones that are not worried or crippled by their weight or hair. They will understand that the most important thing they will wear is their confidence.

Vincent Cefali, Lincoln Middle School, Berwyn North School District 98

Teacher, Two-year grant

Inquiry-Based Peer Jury

Our project is based in creating an Inquiry-Based Protocol for establishing a Peer Jury. Teachers and students will directly receive training to establish a Peer Jury for minor behavior offenses in the middle school context. The students will use Inquiry-Based Protocol to create the questioning and procedures for the Peer Jury structure. The students will be monitored by the teaching staff team but will have the most direct impact on what the Peer Jury system looks like in our school.

Heather Sevier, New Palestine, Southern Hancock

Teacher, Two-year grant

Undoing Racism

Multiple staff members in the Southern Hancock district will participate in a workshop called "Undoing Racism," a 16-hour event that occurs over two days. Following the workshop, participants will attend race-relations dialogue circles, facilitated in our town, to debrief, reflect, plan and anticipate the needs of students based on what we learn. Our dream is a contingent of adults and students that understand the roots and repercussions of racism in our culture and are equipped to provide a safe, fair and nurturing school environment for everyone.

Joy Grimes, Topeka Public Schools

District, One-year grant

Personal Revolution

Topeka Public Schools (TPS) will address the challenges secondary students face when they are released from the Juvenile Detention Center (JDC) by targeting social and emotional learning (SEL) coupled with adult mentorship through community partnerships. The Family Peace Initiative and One Heart Project have been utilized with students incarcerated in Shawnee County but the services were dropped when they were released and the progress in SEL was not sufficient to keep students from returning to jail. 60 percent of TPS students released from JDC have returned within one year which is double the national average of around 30 percent recidivism rate for juvenile offenders. The NoVo Foundation will enable TPS to continue those services in the public school setting in order to reduce the recidivism rate and promote student success.

Kayla Chadwell, Corbin School of Innovation, Corbin Independent

Teacher, One-year grant

The Corbin School of Innovation SOUTHEAST CONNECT Project

SOUTHEAST CONNECT will provide evidence-based practices, combining mentorship and virtual learning that will connect students who are in need of SEL services in rural southeastern Kentucky and Tennessee. This region of the United States does not have adequate resources for youth who are culturally diverse and are in need of positive connections and support.

Aspects of the program and practices will utilize the evidence-based Cross-Age Peer Mentoring program, while also structuring elements and best practices of Youth Mental Health First Aid.

Ariel Vardy, Celerity Crestworth Charter School,
Recover School District (Part of East Baton Rouge Parish)
Teacher, One-year grant

Bringing Challenge Day to Baton Rouge

We will bring the organization Challenge Day to run a day-long social and emotional workshop. The workshop features two highly trained, energetic leaders to travel to our school and lead the interactive kick-off learning experience. The research-based concept is that once students social and emotional needs are met, they can be successful academically, socially and personally. They can meet this need by practicing listening to each other with empathy. Completion of the workshop will invite students to form and run a Be The Change Team to keep the learning and gains of Challenge Day alive in the school culture throughout the year.

Danielle Mayo, Bricolage Academy, Orleans Parish
Teacher, One-year grant

Beautiful Brown Girl

As a diverse-by-design school, the “Beautiful Brown Girl Project” will serve as a powerful tool to aid in Bricolage Academy's commitment to teaching anti-bias strategies to foster positive academic, social and behavioral development. With professional development opportunities already put in place to address race and student engagement among teachers, significantly high parental involvement, and student learning opportunities focusing on race, bias and stereotypes provided throughout the school year, the addition of more conscious learning opportunities for our population young black girls will only improve our efforts to combat racism even more.

Alice Laramore, Lilla G. Frederick Pilot School, Boston Public Schools

Teacher, One-year grant

"To Thine Own Self Be True": Social and Emotional Learning through Shakespeare

Often in school, students read plays without the chance to bring them to life. This project—in which professional actors join the classroom to coach student scenework—not only empowers students to get Shakespeare on its feet, it also advances social and emotional skills such as self-awareness, social-awareness, relationship-building and empathy through play. Students deeply explore characters' actions, reactions and relationships, theorize about why characters make particular decisions and build relationships with peers; skills that transfer into their everyday lives. By reflecting on and celebrating healthy risk-taking, the classroom transforms into a true ensemble of young actors and learners, increasing individual and collective confidence.

Candyce Dostert, Cambridge Public Schools

District, Two-year grant

Supporting Gender Expansive and Gender Non-binary Students in the Classroom and Beyond

To create more welcoming school communities for people of all genders, Cambridge Public Schools will implement a comprehensive training program for all staff. Each school will designate a Teacher Leader for Gender Identity Support. This person will receive in-depth training to equip them with the resources they will need to serve as the point person in their buildings where they will provide an annual two-hour training on gender identity and ongoing support. We will organize media resources with inclusive materials by grade bands, and continue to offer a 10-hour course for those who would like to deepen their understanding of supportive practices.

Chelsey Pollock, Seacoast High School, Revere Public Schools

Teacher, One-year grant

Restorative Practices Redesign for Inclusion and Visibility of English Learners

Our project continues Seacoast High School's mission to transform our student support and discipline model in alignment with Restorative Justice (RJ), with a specific focus on building structures that are responsive to the unique needs of our high school English Learners. In the second year of our initiative, we are focused on deepening the knowledge of RJ philosophy and best practices among stakeholders to support Tier 2 and Tier 3 implementation and empowering EL and other student leaders to take an active role in designing RJ systems and serve as peer mentors/facilitators for community circles.

Cristie Reich, Brighton High School, Boston Public Schools

Teacher, One-year grant

All Voices Matter in Our Community

English language learners and native English-speaking students are typically segregated in our school, and this project aims to intentionally build community between these populations through physical activity, personal histories, visiting each other's neighborhoods and a final creative video project.

Grace Jung, Boston Public Schools

District, One-year grant

24/7 Respect Week "Stay Out of the Box" Video Production

24/7 Respect Week provides comprehensive information to middle- and high-school students about how to prevent and address bias-based conduct and sexual misconduct in any setting, including in-person, through text or email and on social media. During the event, students learn how to engage in inclusive and thoughtful interactions with their peers through a series of lessons and a public service announcement. Students will also learn about the dangers of posting derogatory messages on social media and help them find support in their community. Students will come away with strategies that help them maintain 24/7 respect with each other.

Hope Hanscom, Mashpee Public Schools

District, Two-year grant

Tying It All Together: Creating a Culturally-Responsive, Supportive School Community

Mashpee Public Schools (MPS) will further integrate social and emotional learning into the MPS MTSS framework through the following: Our staff will be trained in the RULER Approach to Social and Emotional Learning from the Yale Center for Emotional Intelligence, we will further increase our support of mindfulness integration within classrooms and we will partner with the Mashpee Wampanoag Tribe to provide culturally-based curriculum, strategies and best practices to MPS educators and to integrate traditional Wampanoag cultural practices into the existing mindfulness practices used within the MPS community.

Jasmine Quezada, ENLACE, Lawrence Public Schools

Teacher, One-year grant

Fostering SEL Growth in Newcomers During Extended-Learning Time

ENLACE is a newcomers' academy for high school students in Lawrence, MA. We have noticed a need for more out-of-school experiences that connect students to the community and build pride in their identity. The SEL Innovation Award will fund a Vacation Academy for students to write and publish their immigration stories in a book titled "I Learn Lawrence: A Collection of Student Stories." Also, an after-school Arts Expression Club will integrate literacy with art instruction to guide exploration of topics like cultural identity and prompt students' artistic self-expression.

Josue Sakata, Boston Public Schools

District, One-year grant

Using History Standards to Decolonize our Curriculum and Engage Our Students Socially and Emotionally

The description for this project is forthcoming. Please check back soon!

Karen Watkins-Watts, Brockton Public Schools

District, One-year grant

Brockton exSEls

“Brockton exSEls” is a social justice initiative to transform social and emotional learning based on dominant U.S. culture to culturally-proficient SEL assessment and instruction to meet the unique needs of the rapidly growing immigrant population in the urban district.

English language acquisition coaches, school psychologists and school adjustment counselors (school social workers) will review and redefine the Devereux Student Strengths Assessment through a lens of the demands of English language acquisition and acculturation to U.S. schooling values and norms for newly migrated students. They will develop new guiding questions and principles for SEL and develop transformative professional development for administrators and teachers.

Katharine Atkins-Pattenson, Gardner Pilot Academy, Boston Public Schools

Teacher, One-year grant

Arts Integration: A Vehicle for Promoting Social and Emotional Learning and Students as Change Agents

The description for this project is forthcoming. Please check back soon!

Luke Midnight-Woodward, Holyoke Public Schools

District, One-year grant

Pa'lante Restorative Justice Alumni Fellowship Program

The Pa'lante Alumni Fellowship Program embodies a radical reimagining of typical youth development programs which often lose track of youth after graduation. Pa'lante fosters an authentic family environment as a strategy to build the trusting and sustainable relationships critical to youth's ability to thrive. Rather than cutting youth off when they “age-out,” our Alumni Fellowship capitalizes on youth's wisdom and experience, while building the next generation of restorative justice leaders. RJ Fellows receive extensive training to prepare them to coordinate, host and facilitate circles in response to a range of social and emotional issues faced by current students.

Megan Struckel, Orchard Gardens Pilot School, Boston Public Schools

Teacher, One-year grant

Third Graders: Becoming Our Best Selves

We want students to value belonging, their own well-being, tolerance, compassion, listening to their peers and adults in their lives, using non-violent ways to respond to difficult scenarios, being inclusive, being their best selves and working together. We hope that this will help us have positive, healthy and meaningful relationships with all of our students. This will help create the learning partnership necessary for students to be comfortable taking risks. We want students to value belonging to our classes, to our grade and to our school.

Nicole Da Silva, Boston International High School, Boston Public Schools

Teacher, Two-year grant

Building Family Partnerships through Culturally Responsive SEL

This grant will expand Nicole Da Silva's SEL classroom curriculum to involve students' families in a more substantial and meaningful way. Through family interviews and partnerships with local immigrant organizations, students will research culturally-responsive SEL practices from their cultures and countries of origin. The project will also feature two creative writing events for students and their families: 1) A write-in in the fall where students will lead writing workshops in their native languages for family members and 2) the publication and celebration of writing by students and families in the spring.

Renee Neuner, Boston International High School/Newcomers Academy,

Boston Public Schools

Teacher, One-year grant

Sustaining Student-Centered Advisories for Immigrant Students

BINcA launched a school-wide Advisory program in the 2018-19 school year as a preventative mental health strategy and a means of delivering social and emotional skills. Advisory's primary focus is on

relationship building: between students, and between students and adults. Each Advisory group is comprised of 10-12 students, led by a teacher or staff member. As Advisory enters its second school year, BINcA will use this funding to plan a school-wide Advisory-based field trip in the fall of 2019. Advisories will engage in a variety of team-building activities, share a meal and begin to build group cohesion that is essential to developing trust and conversation as the year unfolds.

Amanda Shankman, Baltimore City Public Schools

District, One-year grant

The Trauma-Informed Practice Support Series (TIPSS)

Baltimore City Schools' Trauma Informed Practice Support Series (TIPSS) will reduce disproportionality in suspensions by converging multidisciplinary teams to improve social and emotional and behavioral supports at three tiers of intervention. Teams of administrators, clinicians and educators will collaborate in on-going training, with modeling and coaching from a dedicated facilitator to: examine biases, understand the impact of trauma on students' brains and behavior, learn best practices in evaluating and responding to interfering behaviors, develop school-wide plans for supporting all children and apply their skills to developing an exemplary individualized plan for a case-study student. We anticipate benefit to up to 6,000 students.

Cortland Jones, Greenbelt Middle School, Prince George's County Public Schools

Teacher, One-year grant

I Matter: Make a Difference Initiative

The "I Matter: Make A Difference Initiative" at Greenbelt Middle School aims to engage all grade levels, 6th-8th grade, of our middle school community in activities that promote the principles of self-concept, self-esteem and self-actualization that positions them to be positive contributors to self, home, school and community. Through the implementation of workshops facilitated by our adolescent learners, along with inviting members of our community to share practical content emphasizing personal growth and development, career and college readiness and effective coping strategies, our goal is to reinforce through collaborating with our adolescent learners that they matter and make a difference.

Danielle Dunn, Hammond High School, Howard County Public Schools

Teacher, One-year grant

Hammond High School Cultural Proficiency Workshop

Hammond High's Cultural Proficiency workshop is an innovative approach to providing professional learning to students, staff and parents in order to develop a community that embraces diversity in our school and society as a whole. The workshop cultivates an inclusive environment where participants collaborate as equal and valued members of a community that is enriched by its diversity. At the end of the workshop, student participants engage in student voice projects where they delve into identifying and creating solutions that build our school's ability to meet the social and emotional needs of our community.

Danielle DuPuis, Hammond High School, Howard County Public Schools

Teacher, One-year grant

Rainbow Conference

The Rainbow Conference is a half-day conference for high school students, community members, parents and Howard County Public School staff. The conference is centered around LGBTQIA+ awareness, education and visibility. Students will be bused in from neighboring high schools to join in a lunch, keynote speaker presentation and sessions that inform and educate about LGBTQIA+ topics and issues. Participants will have the opportunity to browse an exhibition hall that provides resources about a variety of LGBTQIA+-focused content. Each participant will receive a copy of Rainbow Vision 2020 magazine that will include content created by LGBTQIA+ students from around the county.

Eric Haber, Baltimore City Public Schools

District, Two-year grant

RISE: Refugee & Immigrant Student Empowerment

RISE: Refugee & Immigrant Student Empowerment, is a project-based social emotional learning program for immigrant and refugee students in Baltimore City Public Schools. The RISE model is based on a simple principle: that the immigration experience is a source of strength for young people. In RISE

programs, we establish a safe space in which students can voice thoughts and feelings about the experience of immigration and adjustment to a new culture. Through social and emotional and project-based learning, students uncover individual and group strengths, develop their voices and enhance their agency as they navigate their newfound community of peers and adults.

Suzanne McMurtray, Homewood Center, Howard County Public School System

Teacher, One-year grant

Family Involvement PLUS Program

Family Involvement PLUS is a way to bring staff, students and families together to learn more about important topics and each another over food. Homewood's Family Involvement Team has been committed to building relationships with our families outside of the typical school day. We host events three times a year, featuring dinner, student performances, team-building activities and classroom visits. Family Involvement PLUS would increase the number of times we host events for our families and hold them on a smaller scale, inviting targeted groups to enjoy a meal at school while sharing information on a variety of high-interest topics.

Upāsikā tree turtle and Gabriel Pickus, The Barclay Elementary/Middle School's 29th Street Community Center, Baltimore City Public Schools

Teacher, One-year grant

Ending School Violence with Intergenerational SEL Mentoring

Relational violence (such as school fights) is one of the gravest impediments to academic success and healthy behavioral management in under-resourced urban schools. Our project lays the groundwork to end relational violence at the Barclay Elementary/Middle School's 29th Street Community Center with a specialized program of intergenerational and inter-age SEL mentoring. We will offer SEL-focused peace education emphasizing nonviolent communication, emotional regulation, anger management and de-escalation to parents and older youth who will then co-train and co-teach younger youth. This SEL-focused cross training aims to break the cycles whereby toxic values are passed on from generation to generation.

Amy Posey, Goodrich High School, Goodrich Area Schools

Teacher, One-year grant

Goodrich High School C.A.R.E.S. (Compassion, Awareness, Respect and Equaility for students) Club

Goodrich High School is developing a student-led, LGBTQIA+ support group named Goodrich C.A.R.E.S. (Compassion, Awareness, Respect and Equality for Students). The program is designed to not only benefit the student members of this club, but also to benefit the student body as a whole by promoting awareness of this often-marginalized segment of the school population. With the implementation of this Gay Straight Alliance club at Goodrich High School, we sincerely hope that our student body becomes more aware and sensitive toward LGBTQIA+ youth and that those students who identify as LGBTQIA+ feel a sense of safety, purpose, love and belonging.

Kate Burwinkel, Traverse City Area Public Schools

District, One-year grant

3 C's: Care, Community, Collaboration

The description for this project is forthcoming. Please check back soon!

Carmen Elate, Metro C, Minneapolis

Teacher, One-year grant

Inside/Outside Photography Project

The Inside/Outside Photography Project invites students with mental health challenges to step outside of the classroom and treatment center to explore their creativity through photography. Students will take photographs, edit the photos and display them in multiple formats including print, digital and video. Opportunities for social and emotional learning will occur through a variety of prompts and assignments. A written component of the project will encourage students to express their thoughts, emotions and beliefs in response to the photographs. The project will be ongoing throughout the school year and includes a collaboration between the treatment center and school.

Vanessa Petek, Minnesota Online High School, Minnesota Online High School

Teacher, One-year grant

MNOHS Peer Leaders Program

Through the Minnesota Online High School (MNOHS) Peer Leaders Program, experienced students will coach incoming 9th grade and transfer students to help them transition to online learning and connect to our school community. The Peer Leaders Program is a MNOHS Student Leadership Council school improvement project. Peer Leaders will commit to a full year of involvement, complete intensive training during the summer, and earn elective credit for fulfilling their commitments during the school year. These include connecting at least twice weekly with the students they are coaching, online small and large group meetings, and in-person social meetings and conferences.

Alla Gonzalez Del Castillo, Ph.D., St. Louis Public Schools

District, One-year grant

SEL Leadership Development 2020

The Social and Emotional Learning Innovation project in St. Louis Public Schools will focus on empowering English language learners in grade 9 through 12 as they develop social and emotional competencies and become SEL leaders in their schools and in their larger communities. For this project, St. Louis Public Schools will partner with Bilingual International Assistant Services (BIAS) to conduct after-school sessions that will combine the expert knowledge of licensed therapists and language development expertise of ESOL teachers. The project will also support classroom teachers and other school staff working with English language learners by guiding them through the implementation of student-centered classroom environments that support social and emotional learning.

Courtney Uptain, South Elementary, Jackson R2 Schools

Teacher, One-year grant

Furry Friends at South Elementary

South Elementary and the Youth Mental Health Day Treatment Program will employ the use of a therapy dog to improve the resilience of our students. Some students have difficulty identifying their emotions, identifying the emotions of others, understanding social consequences for their actions and building relationships. A therapy dog can be used as a teaching tool for students to first identify these social and emotional competencies of the dog and then transition to identification in themselves and others. Our school counselor and our therapy dog will work to build the social and emotional competencies and the self-regulation strategies of our students.

Emilie Young, Doris Henderson Newcomers School, Guilford County Schools

Teacher, One-year grant

Where is the heART?: Incorporating Art Therapy Practices within Schools to Improve SEL among Newcomers

Our project is an art therapy program for Newcomer students that will provide ELL students and newly arrived refugees with the opportunity to process challenging emotions and life changes in individual and small group art therapy sessions that are led by licensed art therapists working in the school setting. The program will provide for professional development for school teachers and staff to be better informed and prepared to include SEL and art therapy skills into their classroom environment and will also prepare classroom teachers and specialists to best recommend students for art therapy services during the school year.

Erin Eddy-Lewis and Jessica Bundy, Neal Middle School, Durham Public Schools

Teacher, One-year grant

Student, Staff and Family SEL Center

We are developing an SEL "Family Resource Center." During the school day, it will be a resource center for Spanish-speaking families. In this safe and comfortable space, parents can meet with our bilingual liaison and attend parent-teacher conferences. We will provide resources on health, immigrant rights, special education and community programs, as well as leveled readers, access to computers and information about school events, processes and procedures. After school, we will use the space to host evening community classes, SEL professional development and teacher training, as well as tutoring and mentoring for students.

Gregory Bowman, Guilford County Schools

District, One-year grant

Restorative Voices

The "Restorative Voices" program supports student action for social justice and builds student agency and voice for transformational resistance (Solorzano 2001) to systemic inequities. Literacy development and social emotional learning are embedded in the program through youth participatory action research and restorative practice circles that will help students develop action for social change through student designed service-learning experiences. Students will approach school and community social justice issues from a restorative perspective within a framework of mentoring relationships and through exciting excursions designed to build self-awareness and relationship skills that enhance peer-mentoring relationships and leadership capacity for all participants.

Lisa Utterback, Omaha Public Schools

District, One-year grant

"Strive for 95" Promoting SEL and Good School Attendance through Mentoring

The description for this project is forthcoming. Please check back soon!

Laura Syria, LEAF Charter School, Fall Mountain - SAU 60

Teacher, One-year grant

LEAF Out Loud

LEAF Out Loud (LOL) is a project that inspires voice and cultivates a sense of belonging and purpose for LGBTQIA+ youth. LOL is inspired by StoryCorps, an organization with commitment to remind one another of our shared humanity, to strengthen and build the connections between people, to teach the value of listening and to weave into the fabric of our culture the understanding that everyone's story matters. Students participating in LEAF Out Loud will engage in monthly interview sessions with

student peers, teachers, parents, and community members. LEAF's soundbooth will encourage recording projects like interviews, podcasts, and songwriting and recording.

Jaime MacEwen, Cumberland Regional School District

District, One-year grant

Strengthening the Cumberland Regional Consortium for Social and Emotional Learning

The Cumberland Regional School District serves students in grades 9-12 at Cumberland Regional High School (CRHS), who study at the preK-8 levels at five distinct constituent districts. The "Strengthening the Cumberland Regional Consortium for Social and Emotional Learning" project will bolster alignment between CRHS and its constituent schools by establishing and integrating SEL best practices across the partnering schools and broadening the reach of freshman transition support services to support all incoming ninth-graders and prepare them to develop positive academic habits and familiarity with high school resources and to utilize SEL competencies to support success during high school and beyond.

Jessica Fiorentino, Johnson Park School, Princeton Public Schools

Teacher, One-year grant

The Johnson Park Wingman Project

Johnson Park Elementary School in Princeton, New Jersey will use its grant money to implement the Wingman Program. Wingman is a unique youth-led social and emotional learning program designed to embed lasting positive qualities in participants, building stronger and more resilient communities.

The Wingman Program seeks to enhance school climate through building connections among our youngsters and between children and their communities. We'll select 24 fourth- and fifth-grade student leaders to facilitate team- and community-building activities with pupils in our first and second grades.

Other fourth and fifth graders will help with service-learning activities that address equity and sustainability.

Michael Diamond, High Tech High School, Hudson County Schools of Technology

Teacher, One-year grant

SEL + CTE: Putting the Social & Emotional in Career & Technical Education

Career and Technical Education (CTE) programs offer students highly technical skills, but do they sufficiently address diversity? To ensure diversity is addressed, teachers in a CTE school within one of the most diverse counties in America will work to support critical understanding of diversity for CTE students. Through an advisory model rooted in tenets of social and emotional learning, students will explore how intersectional social issues may influence their experiences in college and career. We believe students who enter college and career with critical understandings can transform the status quo and become forces for equity in the workplace.

Lisa Vasquez, Ruidoso High School, Ruidoso Municipal Schools

Teacher, Two-year grant

**Preparing Our High School Students for the Future Through SEL Competencies,
Literature and Bibliotherapy**

Social and emotional learning, based on CASEL's five core competencies, is critical to the introduction of college and career readiness standards for students' ability to engage in deeper learning and the shifting focus and rigor of instruction. The goal of "Preparing Our High School Students for the Future Through SEL Competencies, Literature and Bibliotherapy" is to create safe, caring learning environments that foster positive decision-making and academic success. Using young adult literature to create an environment that is responsive to individual needs and the needs of others, students will be more successful in their postsecondary lives in school and in their careers.

Monico Candelaria, Amy Biehl High School, Amy Biehl High School

Teacher, One-year grant

Social and Emotional Engagement and Support for ALL ABHS Scholars

Amy Biehl High School is building on and expanding a social and emotional learning curriculum established last year by formally identifying a Social and Emotional Learning Coordinator to oversee curriculum implementation, evaluate data from the Holistic Student Assessments, coach teachers on social and emotional activities in class and work with the social and emotional learning team to develop

best practices and share them with our partner schools. With grant funding we will also be able to administer another round of Holistic Student Assessments which identify student challenges and strengths and measure social and emotional development over time. This data allows us to determine what social and emotional activities are most effective, what challenges need to be addressed and what strengths we can build on within our school community.

Nathan Morrison, NACA Inspired Schools Network (NISN)

District, One-year grant

Using SEL to Help Historically Marginalized Students Succeed

The NACA Inspired Schools Network (NISN) is a network committed to building a movement of community-led schools supporting Indigenous identity, culture, language and college preparation. Through the development of an SEL Practice Community, NISN is facilitating a learning circle of educators across five schools that are dedicated to utilizing best practices, new ideas and interventions based on the observed needs of diverse students. NISN seeks to inform the implementation of SEL practices that can be effectively delivered through an Indigenous lens, incorporating culturally relevant and holistic supports necessary to promote an academic mindset and healthy behaviors among students.

Leslie Nix, Clark County School District

District, One-year grant

Clark County School District Refugee Innovation in Social and Emotional Learning

Clark County School District will leverage existing strengths and engage with community partners and experts in the field to provide opportunities for student engagement via storytelling, visual arts and creative writing resulting in increased language proficiency; leadership activities to learn self-advocacy and create change; technology-embedded art forms and project-based learning to gain confidence, entrepreneurship and career-related skills. These activities create connections and allow students to explore their migration experience and related transformation of both cultural and personal identities. Students reconcile the past with the present, build a strong foundation for the future and develop personal pride.

Stephan Molder, Procter R. Hug High School, Washoe County School District

Teacher, One-year grant

SELebrate Hug Families & Students

The description for this project is forthcoming. Please check back soon!

Alexis Stubbe, Genesee Community Charter School, Rochester City School District

Teacher, One-year grant

Project Restoration

“Project Restoration” is an innovative program that is intentionally designed to challenge and change our school's culture. Our students come from diverse backgrounds and Project Restoration addresses the needs of the individual first, followed by the family, then the community which is why Project Restoration is a three-tiered program. The first tier is student focused: Every classroom will be equipped with a teacher-designed calm down sensory corner to empower students to learn and implement self-regulation skills. The second tier is staff focused: We will provide four expert-led professional development seminars on Trauma-Informed Care and self care. The third tier is family focused: We will host three Restorative Family nights with a local expert providing tools and resources for families on how to best meet the needs of their child/children.

Amber Chandler, Frontier Middle School, Frontier Central School

Teacher, One-year grant

Be Heard. Be Seen. Be Known. These are Our Stories.

Students who are a part of the 8th and 9th grade REACH Alternative Learning Community cohorts will be creating an anthology about identity. The anthology will be a part of their regular English class and the work will be year-long. Each student will try their hand at different mediums (art, poetry, personal narrative, photography, etc.) to learn to express both who they are and who they wish to be. Professional writers and illustrators will assist students and students will all receive a hardback book at a celebration of self.

Angela Gatti, Rochester Childfirst Network, NYS 4410

Teacher, One-year grant

We Teach: SEL at RCN

Rochester Childfirst Network is an agency serving children with and without special learning needs. We will continue to develop a social and emotional resource center for parents and embed information about developmentally appropriate and evidence-based strategies for social and emotional learning into all of our parent engagement opportunities. Our goal is for all adults in our preschoolers' lives to share the same understanding of how to relate to children most effectively to promote social and emotional learning and reduce the frequency and severity of challenging behaviors. This year, we hope to include our Family Child Care coordinator on our team to expand our reach in the community.

Christopher De La Cruz, South Bronx Community Charter High School, District 7

Teacher, One-year grant

SBC Summer Bridge

For most high schools, the solution to setting students up for success has been to focus on heavy academic support right from the beginning. At South Bronx Community Charter High School, a start-up school entering its fourth year, we chose a different type of support based on research in higher education institutions revealing the link between long-term academic achievement and a students' sense of belonging. We redesigned our one week Summer Bridge Orientation to focus solely on social and emotional support, building community through activities and a final project that would promote shared vulnerability and self-expression with a trauma-informed lens.

Daniel Jerome, Bronx Studio School for Writers and Artists, New York

Teacher, One-year grant

Peer Support Project

Our Caretaker Program is designed to support English Language Learners through a peer mentoring program. In this program, former English Language Learners are trained as peer mentors through weekly, circle-based workshops where they engage in social and emotional learning. The mentors then lead weekly after-school sessions with their mentees, engage in community building activities, small group activities and hold cultural exchanges. The mentors are also responsible for supporting their mentees' academic progress by checking in with their respective teachers and holding tutoring sessions.

Daniel Shanahan, East Ramapo Central School District

District, One-year grant

**After-school SEL Support Circles for Young Women, Young Men and
English as a New Language Students**

The description for this project is forthcoming. Please check back soon!

Devon Eisenberg,

New York City Department of Education—The Young Women's Leadership Schools

District, Two-year grant

Girls Leadership Power Lab at The Young Women's Leadership Schools

The Young Women's Leadership Schools (TYWLS) and Girls Leadership's Power Lab are partnering to develop a customized social and emotional learning curriculum that will be both trauma-informed and culturally responsive. This grant project will impact more than 2,500 middle and high school students across New York City and is informed by a recently completed health and wellness needs assessment that was administered across the five TYWLS schools. Girls Leadership will co-create this curriculum with TYWLS students and staff and will train TYWLS educators to infuse social and emotional learning activities and strategies into both their Advisory sessions and other content classes.

Jessica Spinosa, Kingsborough Early College Secondary School,
New York City Department of Education District 21

Teacher, Two-year grant

Girl Go-Getters

At KECSS, we have a vibrant advisory program, in which teachers build strong relationships with their advisory group throughout grades 6–8. As a result of the teacher-student rapport building in advisory, some of our female middle school students have opened up about personal and interpersonal strife and self-esteem issues they have been experiencing. To tackle this, we will create a young female student empowerment group, “Girl Go-Getters”, where our at-risk female students will engage in activities to enhance their resilience and self-confidence: setting and tracking goals to reflect on their progress in our early college program, engaging in mindfulness activities to manage stress and learning to practice self-care to build confidence. To create a strong program for our girls, we will bring in guest speakers, hold workshops, organize outings to develop camaraderie and purchase the materials and resources we will need to bring the program to life – journals, vision boards, yoga mats, etc. We hope that, as a result of this grant, we will be able to continue offering a similar program to new groups of girls each year, surveying each cohort to make sure we are meeting the needs of our female students, lifting them up and helping them to become confident, successful, go-getters.

Mambo Tse, Bedford Academy High School, District 13

Teacher, One-year grant

Community Conversations

The description for this project is forthcoming. Please check back soon!

Maritza Santana, IN-TECH Academy, District 10, NYC Department of Education

Teacher, One-year grant

Urban Agriculture and Food Justice in the Boogie Down Bronx

The description for this project is forthcoming. Please check back soon!

Sara Oliveiri, World of Inquiry School #58, Rochester City School District

Teacher, One-year grant

STRAIGHT OUTTA THE WOODS! Planting Seeds of Compassion, Inquiry, Tenacity, Integrity and Self-Discipline

Our project, "STRAIGHT OUTTA THE WOODS!: Planting Seeds of Compassion, Inquiry, Tenacity, Integrity and Self-Discipline," takes 10 struggling middle school students and matches them with 10 high school seniors for a year-long project using the natural world as a classroom. Staff and students will complete three overnight sessions of "Forest School," immersed in restorative practices and mindfulness. Our project creates a multi-level system of care for students so they can succeed emotionally and academically in their first year of high school. This project will serve as an anchor to build confidence, empathy, understanding and improved mental health.

Catherine Keppers, Findlay High School, Findlay City Schools

Teacher, One-year grant

Findlay High School Gay Straight Alliance

Findlay High School's Gay-Straight Alliance, or GSA, is a student led club that supports LGBTQIA+ identified students and their allies. Our mission is to "work towards building an accepting community regardless of identity or orientation through education, support, social action and advocacy." At the present time, the GSA allows for group discussion, education, emotional support and social connection. Group discussions include topics such as LGBTQIA+ role models, stereotypes, current issues and trends. Education is focused on the rights and protections of the students, as well as learning about LGBTQIA+ history. Every activity also provides the opportunity to connect with fellow students and to improve the social experience and well-being of each teen. The Gay-Straight Alliance is proposing the development of a new and enriching year-long curriculum for LGBTQIA+ students as well as Safe Zone training for faculty members at Findlay High School.

Debbie Holecko, North Olmsted Middle School, North Olmsted City Schools

Teacher, One-year grant

Beloved Community: School-wide SEL Days

We will hold SEL Community Days that feature keynote speakers and break-out sessions focused on various SEL-related topics from which students can choose. Among the experts we invite will be social and racial justice advocates, LGBTQIA+ advocates, yoga instructors, mindfulness trainers, social and self-awareness coaches, immigrants from the community, counselors that treat trauma, people who have overcome challenges related to physical or mental disabilities, trainers in responsible decision-making and empathy, stress and anxiety management coaches, team building experts and more. We will use the data gleaned from these experiences to guide our ongoing community group/mentoring program.

Jill Merolla, Warren City Schools

District, One-year grant

Girlhood: Uninterrupted

Warren City Schools' "Girlhood: Uninterrupted" is a year-long targeted social and emotional program that will support our young ladies who are at risk and/or on Student Success Plans in grades 4–6 & 9th grade. "Girlhood: Uninterrupted" will provide additional time after school to dig deeper into the social and emotional root cause of their at-risk status and provide a positive social structure so they can feel successful as a group and better affiliated with their individual school. The funding will provide a series of five after-school programming dates for approximately 100 girls from five of the District's buildings (four PK8, one high school) (twenty per building) throughout the school year, a one day career/arts field trip and a celebration banquet. Each school's program will be led by the school counselor and School Community Liaison. An after-school meal will be provided and transportation home. Each young lady will set and monitor personal goals, practice positive communication and explore and uncover personal strengths and aspirations.

Pamela Reed, Columbus City Preparatory School for Girls, Columbus City Schools

Teacher, One-year grant

The Civic Engagement and Writing Lab at CCPSG

The Civic Engagement and Writing Lab at CCPSG creates a community that values girls of color, those who are often marginalized, oppressed and undervalued. The Lab will be designed to honor and empower their voices through the revolutionary act of "writing as change." Her innate curiosity and discontent with the world around her will be honored by providing her with pathways to her own critical

consciousness, action and ultimately empowerment. Our girls will use the power of their pen to craft self-definition and nurture resilience while fostering capacity for social change. Her voice will matter.

Taya Oelze, Ellen Ochoa Elementary, Union Public Schools

Teacher, One-year grant

The P.L.E.D.G.E. to Safe Places

Ellen Ochoa Elementary is a title one, community school that houses many students from hard places. With this grant, we will be able to provide trauma sensitivity training to each staff member, along with providing 10 hours of intensive coaching to our kindergarten and 1st grade teachers. We aim to focus our intensive training on the early years as this is most critical to our students' development. Further, we will guide teachers toward an innovative approach to teaching social and emotional development while purchasing materials and read-alouds to make uniform "safe places" throughout all kindergarten and 1st grade classrooms.

Ana Pardo, Arco Iris Spanish Immersion School, Beaverton School District

Teacher, One-year grant

Innovative Expression: Restorative Practices in Spanish

Our plan is to introduce stronger social and emotional learning in our school through implementing the school-wide use of restorative practices in both Spanish and English.

Here at Arco Iris, our goal is to create fluent Spanish speakers through immersion. Because our school is made up of students from an array of cultures from kindergarten to 8th grade, it is critical for the emotional development of our students that they learn to understand each other and express themselves respectfully. Through social and emotional learning practices, we can promote cultural competency, healthy self-expression and conflict mitigation between all of our students.

S. Renee Mitchell, Roosevelt High School, Portland Public Schools

Teacher, One-year grant

My Voice Matters: I Am M.O.R.E. (Making Other Resiliency Experiences)

The I Am M.O.R.E. initiative helps young people of color understand that they are MORE than the worst thing that has ever happened to them. Our unique empowerment process leverages the power of personal storytelling with critical inquiry and reflection and social and emotional skill-building. These are key ingredients to an effective recipe that can help young people make better sense of their lives. Once youth can think more critically about their life experiences and expose the hidden wounds of their trauma, they begin to walk through the world not as victims but as heroes of their own re-imagined story.

Carissa VanDerSluis, Joseph Ferderbar Elementary, Neshaminy School District

Teacher, One-year grant

Building Student Ambassadors and Culturally Responsive Teaching Practices

The description for this project is forthcoming. Please check back soon!

Carmella Brown, Pittsburgh Arlington Elementary, Pittsburgh Public Schools

Teacher, One-year grant

Move and Groove through the Curriculum

With this grant, Attack Theatre and Pittsburgh Arlington educators (2nd and 3rd grade) will develop a student residency that utilizes kinesthetic learning strategies and STEAM concepts to explore 21st century skills for critical thinking, communication and collaboration, all through inquiry-based learning methods. This project will also provide an experiential learning environment that fosters artistic expression, the development of social and emotional intelligence, student self-awareness and self-regulation through kinesthetic approaches. This will give the students a new sense of confidence, along with a new outlook on dance, that I hope will stay with them long after the residency is complete.

Chatara Benson, KIPP Philadelphia Public Schools

District, Two-year grant

Identity Exploration

The description for this project is forthcoming. Please check back soon!

Chrissa Sullivan, Jefferson Middle School, Mt. Lebanon School District

Teacher, One-year grant

Stressed Teens Enter The Zen Den: Addressing the Stress Epidemic in Our Schools with MSBR-T

Our community has come to the universal understanding that our students are STRESSED! While this stress epidemic is the problem, mindfulness offers a solution to positively affect our teens' physical, mental, social and emotional well-being. "Stressed Teens Enter the Zen Den" will equip students with mindfulness tools through the Mindfulness-Based Stress Reduction-Teen program, an evidence-based, progressive eight-week program that is accessible to middle school students. The project also includes the creation of a Zen Den which will provide a base for the program and serve as a resource room for the mindfulness tools that are outlined in the MBSR-T sessions.

Jerry Egan, Penn Manor School District

District, One-year grant

Pre-Attollo Youth Leadership Project

Penn Manor School District is partnering with Children Deserve a Chance Foundation's Attollo program for a pre-college leadership initiative for 5th and 6th grade students of color, which includes a mentor program and quarterly exposure to county leaders and their professions. Concurrently, Attollo staff will provide Diversity, Equity, Inclusion training for teachers. The goals are to create a culture of excellence among students of color that they take with them as they transition to middle school and to engage students when they are young and to keep them on the track of career and growth options throughout their educational career.

Linnell Best, A. Leo Weil Elementary School, Pittsburgh Public Schools

Teacher, Two-year grant

The Legacies of Wade and Weil: Future Leaders Learning from Pittsburgh's Past

“The Legacies of Wade and Weil: Future Leaders Learning from Pittsburgh's Past” initiative fosters critical thinking and problem-solving skills in elementary students while working to increase the student agency and power within the school through three areas of focus Intensive Professional Development sessions for staff focused on the intersections of race, class, and gender; particularly in cultivating voice and agency in students. Youth Leadership Development will expand existing student governing body and youth leadership workshops. Beyond the Building encourages students to interact with institutions in Pittsburgh that make decisions that affect their daily lives (i.e., Pittsburgh City-County Building, Pittsburgh Public School Central Office).

Nicholas Fratto, AIU - Pathfinder School

District, One-year grant

Using Yoga Techniques to Assist Students with Autism Spectrum Disorders to Gain Access to Intentional Behavior

The Pathfinder School will be working with a local studio, Yoga Innovation, to develop and refine a program and curriculum specifically designed to show our students how to gain access to intentional behavior through yoga techniques. Through this program, entitled iMAB (Intentional Movements and Behavior), 80 students with a wide range of exceptionalities will participate in weekly yoga sessions for 18 weeks. Concurrently, school personnel will participate in staff development on iMAB lesson planning and techniques for using these principles on a daily basis and on a schedule that best addresses the needs of students.

**Samantha Woodburn, William W. Bodine High School for International Affairs,
Philadelphia School District**

Teacher, One-year grant

Social Dance for Social and Emotional Learning

The description for this project is forthcoming. Please check back soon!

Taylor Hausburg, Penn Alexander School, School District of Philadelphia

Teacher, Two-year grant

Exploring the Process and Promise of Mindfulness Leadership Education

Our project focuses on the development and testing of a reflection and planning protocol that aims to teach students the practices of mindfulness, metta (loving kindness) and mantra meditation (intention-setting). These practices, in turn, directly support the development of the Five Core SEL Competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL): “self-awareness, self-management, responsible decision-making, relationship skills and social awareness,” all of which are associated with effective leadership.

Carla Wardyga, William M. Davies Career & Technical

Teacher, One-year grant

A Culturally Responsive Google Site Project Celebrating our ELs

This project will allow English learning students to embrace their heritage and culture all whilst learning English by completing projects focusing on their cultural backgrounds and life experiences. Each is designed to increase student's confidence, build up their communication skills and give them a sense of belonging by providing them with authentic, meaningful learning opportunities. Students will branch out from their secure small circle by participating in a socialization piece which will build new relationships with their newer EL peers, helping them develop a voice as they focus on identity, while building social and emotional learning. Upon completion, this project will showcase their strengths, cultural contributions and potential.

Stacy Jones, W. M. Davies Career and Technical High School, W. M. Davies Career and
Technical High School

Teacher, Two-year grant

Spreading the Love: SEL in the Classroom and Beyond

Our project initiatives incorporate student voice and student leadership development and some of our trainings will be student-led. Ultimately, we strive for outcomes that establish high expectations and model behaviors and interactions for the entire school community around SEL, equity, diversity and inclusion. Our approach allows students and staff to internalize aspects of social and emotional learning through interactions that go beyond the classroom. Too often SEL strategies are siloed in the classrooms of a few teachers. We hope to expand beyond the classroom and introduce these vital concepts in a variety of formats and environments—building the capacity of the school community.

Amanda Adcock, Whites Creek High School, Metro Nashville Public Schools

Teacher, One-year grant

Next Level SEL and Restorative Practice

I aim to take the positivity gained from experience and begin to implement an SEL classroom where students can achieve a calming solace. In addition, I would like to begin training students as peer mentors. Too often students are left feeling like they do not matter. My aim is to allow students the opportunity to find meaning amongst their peers, as well as their teachers, in an effort to change the community within the school. Furthermore, I would like to create an SEL safe space for faculty and staff.

Garrett Reed, Wisdom High School, Houston Independent School District

Teacher, One-year grant

Lovescaping: Cultivating Self-Esteem and Self-Confidence Through Love

Lovescaping offers a fresh approach to teaching social and emotional learning rooted in learning how to love. We will build our newcomer students' self-esteem and self-confidence by teaching them to engage with and practice the fifteen pillars of Lovescaping: respect, care, honesty, communication, empathy, trust, vulnerability, compassion, humility, patience, solidarity, liberation, gratitude, forgiveness and hope. We provide a safe and healing space where our students express their feelings and emotions,

develop self-love and self-awareness, cultivate healthy relationships and become better prepared to embark upon their high school journey, graduate and thrive in life.

Katie Raymond, Anderson High School, Austin Independent School District

Teacher, One-year grant

Continued Student Leadership Development

Student leaders co-design and lead weekly lessons to explicitly teach SEL skills while addressing student concerns such as relationships, self-management, inclusion and mental health. In pursuit of an equitable campus with a common understanding of SEL, we will continue to expand the accessibility of our SEL trainings to reach student leaders from diverse extracurricular activities. We will also facilitate a student-led SEL conference for students within our vertical team. Our goal is to teach a common approach to community-building so student leaders may continue a diverse, solution-driven dialogue to address our campus struggles and create a more unified community.

Kevin Kerr, Dallas Independent School District

District, One-year grant

Dallas Students Moving the SEL Needle

Dallas ISD wants to empower our students to move the SEL needle. We will train up to 100 middle and high school students to be advocates and trainers around social and emotional learning. These students will attend a one-day training to learn, collaborate and create a SEL session that they will share with campuses across the district. Student voice will be brought into our work to create buy-in for teachers, administrators and central office staff. Additionally, students will be leaders on their own campuses, joining their campus SEL steering committees to make an impact on their own community.

**Sarah Walker, The Ann Richards School For Young Women Leaders,
Austin Independent School District**

Teacher, One-year grant

Student-Driven SEL Will Support Young Women of Color

Our project, "What School Could Be: Reimagining Curriculum for Students' Wellbeing," aims to: (1) reimagine traditional school models, (2) provide students targeted SEL support that is academically interwoven, and (3) develop staff who understand and adopt positive education pedagogy across our school. Many of our students suffer from a high-achieving perfectionism, struggling to balance their well-being with academic and other demands. We are piloting a year-long SEL program spearheaded by students collaborating with their teachers. We will take Participatory Action Research (PAR) as methodology, allowing student voice to drive Positive Education Strategy, a pedagogy blending academics with wellness.

Dallas Brooks, Provo Peaks Elementary, Provo School District

Teacher, One-year grant

Be a Builder, Not a Breaker

The innovative "Be a Builder, Not a Breaker" project harnesses the power of student peers teaching social and emotional learning (SEL) skills. Our school has attempted teaching SEL lessons without success due to a lack of curriculum and training. We are purchasing SEL materials with grant funds to train student leaders to teach peers and piloting the SEL initiative in a 4th grade classroom and counseling office. Students will know how to self-regulate, cope better with their circumstances and problem-solve both inside and outside of school. We expect our school culture to radically shift after teachers see the difference.

Renata Germino, Albemarle County Public Schools, Office of Community Engagement

District, One-year grant

Building Bridges Through Bread

Pupusas, Cassava Cakes, and Falafel! "Bridges through Bread" fosters community and cross-generational communication through cooking and conversation. Immigrant and refugee parents and elders will be the leaders and experts, teaching students and their families how to cook international meals. With the help of interpreters, the cooks will teach about different dishes and customs from their countries of origin. Participants can replicate the delicious cuisine with the help of our community cookbook and cultural anthology, culminating projects compiled and created by newcomer students in the Albemarle County, Virginia Public Schools.

Tina Vasquez, Charlottesville High School, Charlottesville City Schools

Teacher, One-year grant

Multilingual Mentoring Program

Multilingual Mentoring is a student-run peer advisory and mentorship program at Charlottesville High School. This program was initiated by a group of senior ELs (English Learners) who wanted to help Newcomers have an easier transition than they had. Bilingual juniors and seniors receive leadership and mental health first aid training and join the MM team. Each Newcomer student is matched with a mentor. Multilingual Mentors offer support in the mentees' home languages to help them adapt and thrive. Via check-ins and a "scavenger hunt" of tasks, mentors and mentees build SEL competencies and a feeling of connection at school!

Mary Muroski, Hinesburg Community School, Champlain Valley School District

Teacher, One-year grant

The Empower Youth Leadership Project

The "Empower Youth Leadership Conference" brings together adolescents with diverse backgrounds to develop social, emotional and leadership skills in a supportive, community-based setting. We offer full-day conferences three times during the school year to students across the state. We focus on building the SEL skills of fragile learners while also recognizing and celebrating peer leaders within the group. Our collaboration with the Children's Legacy Partnership Foundation (a non-profit organization that aims to provide comprehensive education to students in Uganda) via Skype sessions help students gain global perspective as they compare their world views with those of Ugandan students.

Angelica Hernandez, Harrah Elementary School, Mt. Adams School District

Teacher, One-year grant

Mt. Adams School District Gallery of Heroes

The Mt. Adams School District is located in the historically-rich heart of the Yakama Nation in south central Washington State. Our student population is primarily Native American with a large subpopulation of Latino students. Due to historical trauma stemming from the boarding school experience (and with a boarding school just twenty minutes from the school!), a disconnect has developed between the school and the community and many community members see the school as separate from the community. This project intends to begin to bridge the historical gap between the school and the community by developing student artists to create a permanent art exhibition honoring local community heroes.

Douglas Judge, Highline Public Schools

District, Two-year grant

Highline Culturally Responsive Teaching & Learning Lab: Relationships as Mediators for Student Learner Dispositions

This project will reduce disproportionality in special education referral and increase student behavioral and academic success in their general education classrooms by improving teacher capacity to build and sustain foundational relationships with students through in-class and in-school modelling and professional learning on self-efficacy, learner dispositions, meta cognition and engagement. Teachers and coaches will apply Hammond's (2015) concept of "creative tension" between student and teacher perceptions of relationships quality and effectiveness. Critical examination of power, racial equity and implicit bias classroom practices and interactions will inform adult and student coaching cycles emphasizing culturally responsive pedagogy and brain-based learning.

Jen Wickens, Impact Public Schools

District, One-year grant

An Innovative, Vertically-Aligned SEL Program for Kindergarten through 5th Grade Students

Impact Public Schools (IPS) is one of two elementary schools in the nation selected to partner with Valor Collegiate Academies on their social and emotional learning program to serve K5 students. IPS has built a foundational framework for K1 students, aligning a human development model to IPS disciplines and curating comprehensive lessons and program elements to launch a values-based SEL model at their first school, Impact | Puget Sound Elementary. IPS will be expanding on this progress and completing the build-out of the entire SEL curriculum for grades 2–5 to align with the completed K1 curriculum by 2021.

Julie Schillreff, Mt. Adams School District

District, Two-year grant

SEL through Culturally-Responsive, Justice-Centered and Trauma-Informed Community and Teacher Development

The Mt. Adams School District SEL project is designed to facilitate the development of a learning environment that fosters the social and emotional growth of its unique and diverse student body. We intend to achieve this goal by deepening teacher understanding of historical trauma, intersectional student identity and the role local values, practices and traditions play in learning. Specifically, the Mt. Adams School District SEL Equity Team will organize a Gathering of Native Americans (GONA), offer an initial Teaching for Equity and Justice training and provide ongoing teacher training and support centered around race, gender, sexuality, equity and culturally-responsive and trauma-informed practice.

Kristin Schutte, Olympic Educational Service District (OESD) 114 Division of Teaching and Learning

District, One-year grant

Trauma-Informed Social and Emotional Collaborative Learning Academy (CLA)

The Olympic Educational Service District in partnership with Kitsap-Graduate Strong will sponsor a year-long Trauma-Informed Social and Emotional Collaborative Learning Academy (CLA). The CLA: Will build each school/district team(s) capacity to lead, implement and sustain a trauma-informed social and emotional learning framework; is intentionally designed to foster a shared knowledge of social and emotional learning (SEL) and its interconnection with resiliency, protective factors and trauma-informed schools; provides an environment for school leaders to learn new information, practice skills, give and receive coaching and build confidence and capacity to lead Trauma-Informed SEL integration within their schools/districts.

Kristina Nicchi, Hazel Valley Elementary, Highline Public Schools

Teacher, One-year grant

Restorative Practices and Community Circles for All!

Our project focuses on interrupting the traditional focus on compliance-based discipline and continue to grow the value of independent problem-solving for students. In our classrooms, we will provide teacher training to embed community circles and restorative practices. Schoolwide, we will build student voice and leadership by training a group of intermediate students to hold their own circles to solve community problems. Community-wide, we will involve families through multiple community dinner events. Embedding these restorative practices at the classroom, schoolwide and community levels will grow independence with problem solving, create strong community and grow equitable practices beyond our school building.

Latasha Larez, Harrah Elementary School, Mt. Adams School District

Teacher, Two-year grant

Harrah Elementary Diversity Project

This project intends to engage students and staff in celebrating the variety of histories and cultures represented in the student body, including those of Native Americans, women, Mexican-Americans, migrant farm workers, immigrants and the LGBTQIA+ community, to name a few. We will do this by establishing a diversity club and hosting an annual diversity fair.

Lassity Sullivan, Lincoln Elementary, Whitewater Unified School District

Teacher, One-year grant

World of Scavenger Hunts

In a month-long summer school course, middle school students will learn to embrace their role as a member of a community by designing and implementing a service learning project for a local charity. Students will ride bikes to The Community Space and learn how it puts community into practice by helping people share resources, ideas and experiences. Students will learn leadership, teamwork and compassion through games and scavenger hunts. Throughout the course, students will be given increasingly more control over how they plan their day. By the end, they will run the entire program as a group, without instructor support.

Michelle Rooks, Jackson Hole Middle School, Teton County School District #1
Teacher, One-year grant

"Living in the Present" Research Project: Human Experiences for Social Justice

Based on SEL programming from Dr. Pamela Hayes and the HaHaSo acronym, in this project students will create a living resource to address and skill-build around challenges of discrimination. Mixed-methods teaching driven by SEL learning outcomes will connect students to individuals who have overcome challenges of discrimination. Students will gather primary source materials through in-person interviews and then archive these in an accessible database to be used for further research and increased audiences. By the completion of the grant, direct participants will have engaged in an ethical human-driven research project that preserves the stories of diverse community members.