



Advance SEL in California Final Report and Recommendations

September 2020

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1 | The Advance SEL Project

Our work comes at a critical time of change in American history, challenging us to seize the moment and make good on our promises to improve the lives of all students in California

The Challenge: Unprecedented levels of trauma and social upheaval



Our children are facing **unprecedented levels of trauma and social upheaval** in the wake of the COVID-19 pandemic and the national consciousness raising and civil unrest around the ongoing crisis of racism. **Necessary stay-at-home orders and social distancing practices are forcing educators, schools, districts and states to rethink fundamental structures of schooling, throwing into sharp relief the inequities already inherent in the way we educate our children.** Families are facing upheavals in childcare, needing to educate their children at home and **trying to negotiate an unclear landscape for returning to school in the fall.**

The Opportunity: Prioritize SEL with a clear racial and social justice focus



California can lead the country by harnessing this challenge as an opportunity to **prioritize social and emotional learning (SEL)**, integrating SEL more fully into its education system and supports for all students. We have **leaders who support this work** and we have already taken some **steps towards implementation of SEL across the state.** But **more needs to be done to integrate SEL throughout the system** and build a coherent framework defined by clear goals, aligned funding and policies, equitable and diverse stakeholder engagement and adult capacity building. **SEL has always been important. The needs of the moment create urgency to advance it much further than we yet have.**

Advance SEL in California launched to understand challenges related to SEL implementation and gather community-developed recommendations to address those challenges

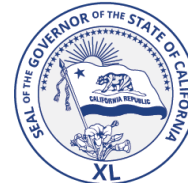
Project Goal

Education First and Beyond Differences, supported by a generous grant from the Marin Community Foundation, partnered to support widespread stakeholder engagement in conversations about how to spur action on social and emotional learning (SEL) in California. **Our goal was to hear perspectives on SEL from educators and other community stakeholders across the state, to provide leaders and the field with a clear picture of priorities and actionable recommendations for advancing SEL, building on an established foundation.**

Project Partners



California Department of
EDUCATION



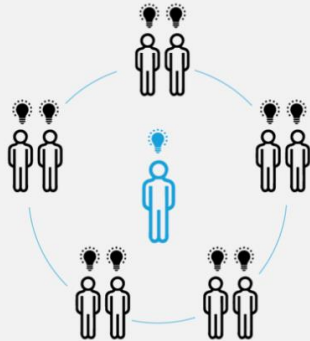
Office of Governor
Office of the First Partner

The project engaged nearly 800 diverse California education stakeholders to gather perspectives on SEL practices, needs and goals

These sources informed the recommendations in this report

<i>Stakeholder Interviews</i> <i>January 2020</i>	<i>Community Partners</i> <i>January-May 2020</i>	<i>WikiWisdom Crowdsourcing</i> <i>May-June 2020</i>	<i>Convening Series</i> <i>July 2020</i>
We interviewed 10 state SEL leaders and SEL experts to gather an overall sense of CA's SEL implementation challenges and opportunities.	<p>We interviewed 18 educators, district leaders and community partners in five districts/counties in California to learn more about their SEL work.</p> <p>We identified three district/county partners to co-design our convenings and showcase their SEL work during the convenings.</p>	We launched a three-week crowdsourcing event and heard from over 600 teachers, administrators, district leaders, board members, counselors and parents from across the state who joined a conversation about the role of SEL in their work, best practices and implementation challenges – see that report here .	We hosted a series of three convenings for over 100 teachers, parents, students, school and district administrators, County Education leaders, state leaders, community members and SEL experts , to gather responses to the WikiWisdom report and additional thinking and ideas for how to advance SEL in California.

The SEL WikiWisdom Forum generated some powerful voices and ideas “from the classroom” – voices we might not otherwise have heard from



A WikiWisdom Forum harnesses the power of technology, peer collaboration and networks to unearth front-line wisdom and connect it to people in power.

- We engaged a group of thought leaders from our WikiWisdom forum to present their findings to Tony Thurmond, Superintendent of Public Instruction; Linda Darling-Hammond, President of the State Board of Education; and Jennifer Siebel Newsom, California’s First Partner.
- The group produced a [report of findings](#) that builds on all the ideas submitted.

We also reached out to the general public via social media campaign to gather input

Social media engagement overview

Social media campaign overview:
Followers and Engagement

Campaign Reach
Facebook:
15,498

Campaign Impressions
Twitter:
162,450

Campaign Reach
Instagram:
10,187

Social Media Channel:	Followers	Engagement
Facebook	218	645 Likes, Comments, and Shares
Twitter	260	865 Likes 322 Retweets (w/o comments)
Instagram	263	722 Likes 138 Comments

Social Media Campaign: Advance SEL in CA

Twitter is undoubtedly the best performer of engagement for the campaign. Instagram and Facebook served as spaces for WikiWisdom/Convening participants, and social media audience, to share meaningful stories and successes about personal/school/community efforts to advance Social and Emotional Learning in California.

Total Likes:

1,926

- Instagram - 37.5% (722)
- Facebook - 17.6% (339)
- Twitter - 44.9% (865)



Total Comments:

168

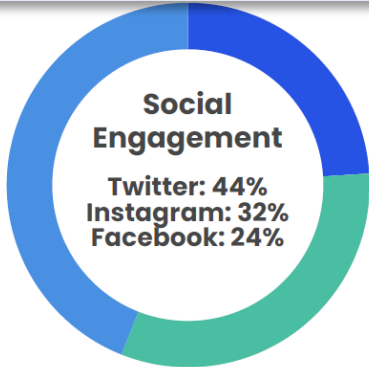
- Instagram - 69.64% (117)
- Facebook - 13.1% (22)
- Twitter - 17.26% (29)



Total Shares:

552

- Instagram - 21.6% (119)
- Facebook - 20.1% (111)
- Twitter - 58.3% (322)



For the work, we developed a definition of SEL* that draws on CASEL's idea of *Transformative SEL*, and explicitly addresses equity and social justice

SEL is a
process for
building
skills to:

- Understand ourselves, our emotions and our growth potential
- **Stand up for ourselves and for others, without stepping on the rights of others**
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive, respectful relationships founded on an appreciation of similarities and differences
- **Learn to critically examine root causes of inequity**
- **Develop collaborative solutions to personal, community and social problems**
- Make responsible decisions

SEL is
developed
in 4 main
ways:

- A supportive learning environment
- Positive relationships with adults and peers
- Explicit SEL instruction
- Integration of SEL into academic instruction

Participants in our convenings weighed in on the expanded definition with broad approval of the equity focus

I can appreciate that it includes examining the root causes of inequities...for our history books do not reflect the true story.

I had not seen a definition of SEL before where there was a push to examine the root causes of inequity

How similar or different is this to your definition of SEL?

This is similar to the definition I've been using - CASEL framework. But the difference is that it is more well developed with specificity.

I see this as a way to integrate so many focuses of MTSS, equity, life skills, and positive ways to interact with others.

Very in depth definition

I like that it includes talks of inequity because that is something sort of taboo in classrooms, so to make that more open, will make more students feel included.

Like that skills become basis for anti bias and anti racist education



I like that it clearly makes the connection to equity as a result of SEL and involves the entire community.



This definition is robust.
"Learn to examine root causes of inequity."

It's more explicit about the connections between SEL and equity.

This definition is aligned with my own, however, I appreciate the explicit mention of anti-biased and anti-racist education.



The resounding message we heard: SEL is more important than ever – and racial equity must be part of those SEL conversations

The findings in this report are grounded in what we heard from nearly 2,000 educators, students, parents, and other stakeholders throughout this project. As COVID unfolded, these voices spoke with increasing urgency: **SEL is more important than ever.**

“We will not be returning to “normal” and we shouldn’t. “Normal” was not accessible or equitable for everyone before COVID-19 and George Floyd’s death. Education systems have a responsibility to adapt to the changing society. Social emotional learning can lead the way to this new world of inclusivity and belonging for all.”

We must seize this opportunity to improve the way we provide students with what they need on a daily basis to be successful, engaged learners in the new world that is unfolding before us.

“How can we in California set the standard for educating every child to be “socially emotionally strong?”

The global COVID-19 pandemic and its ripple effects, and the national collective focus on eradicating systemic racism, are **changing the ways we think about education, race and economic/social justice across the country.**

“While we deplore the tragedies that have stemmed from both the virus and racism, we also see this time as a rare opportunity to seize this moment to promote the understanding of schools as more than academic institutions.”



2 | SEL Programs & Policies in California Today

With new leaders championing education, California is well positioned to take action on SEL



Tony Thurmond was sworn in as the California State Superintendent of Public Instruction in January 2019. He took over a department filled with leaders in the Educator Excellence and Equity and the Expanded Learning Divisions committed to advancing SEL in the state.

With **Linda Darling-Hammond** as president of the State Board of Education, California has a leading national expert in the science of learning and development, and strong advocate for SEL, with a vision for creating equitable and empowering education for all of its children.



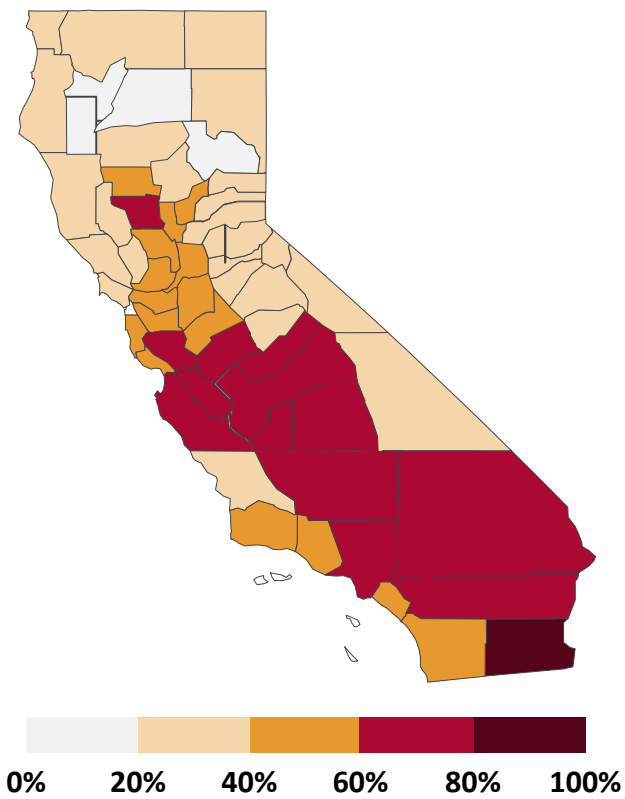
Governor Gavin Newsom was sworn as the 40th Governor of California in January 2019 and is publicly committed to addressing inequities in California's public education system.

First Partner Jennifer Siebel Newsom is dedicated to breaking down barriers for our youth and supporting whole child development.

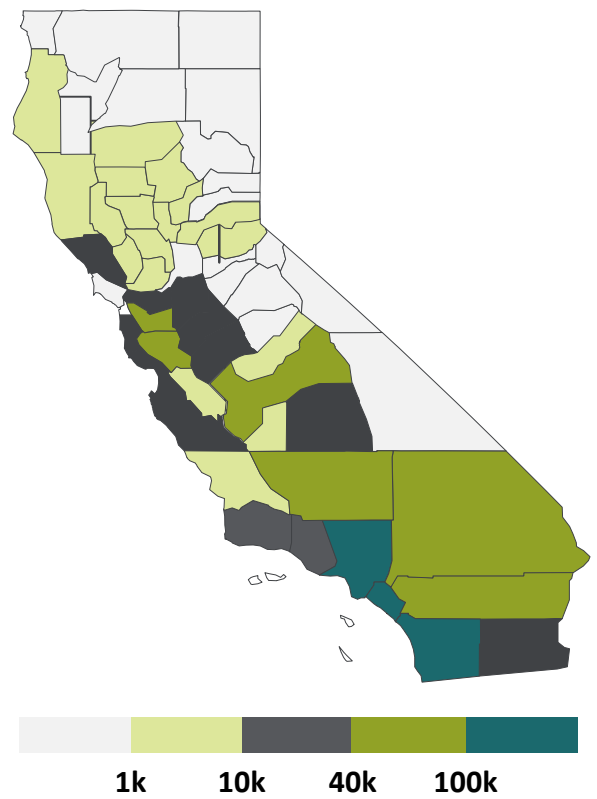
There is an opportunity to build on the momentum of new leadership and further signal SEL as a priority for the state

California is the most populous state in the country and schools in all regions of the state are serving large proportions of students from low-income families, students of color and dual-language learners

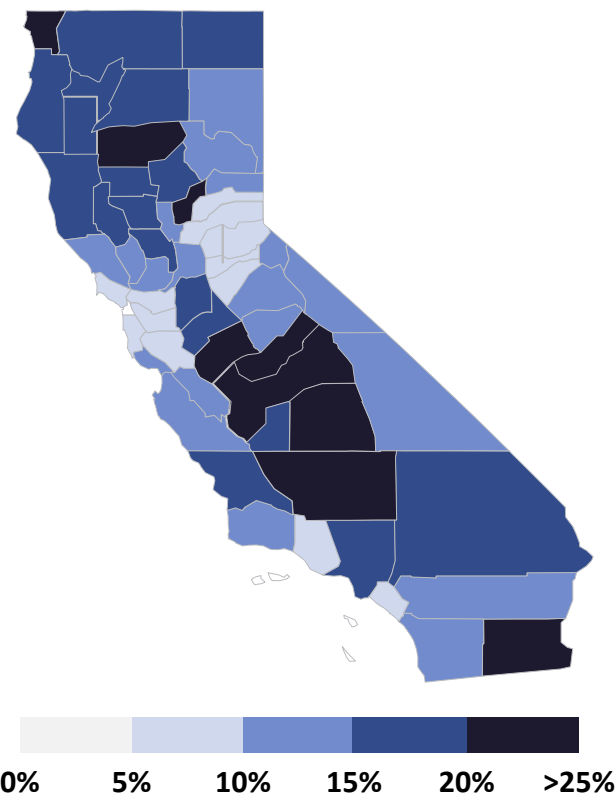
Percentage of residents who are people of color (2010 census)



Number of dual-language/English-learner K-12 students (2018)



Percentage of residents who live below the federal poverty line (2006–2010)



By deeply integrating SEL into the student experience statewide, California could raise student performance and reduce risk for failure

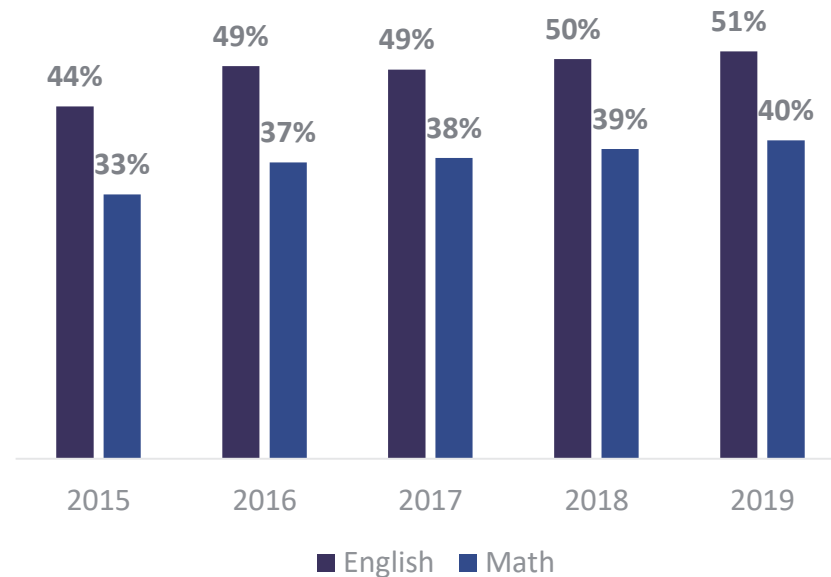
When SEL programming is implemented well, it **raises student performance** and **reduces risk for failure**. It leads to **higher academic achievement**, **better social-emotional skills**, **improved attitudes about self, others and school**, and **positive classroom behavior**.

“Social, emotional, and academic development is an essential part of pre-K-12 education that can transform schools into places that foster academic excellence, collaboration and communication, creativity and innovation, empathy and respect, civic engagement, and other skills and dispositions needed for success in the 21st Century.”

—Council of Distinguished Scientists

The majority of California’s students taking assessments are **falling behind state standards**—about half of students are behind in reading and only 4 in 10 students are proficient in math.

Percentage of California students who met state standards

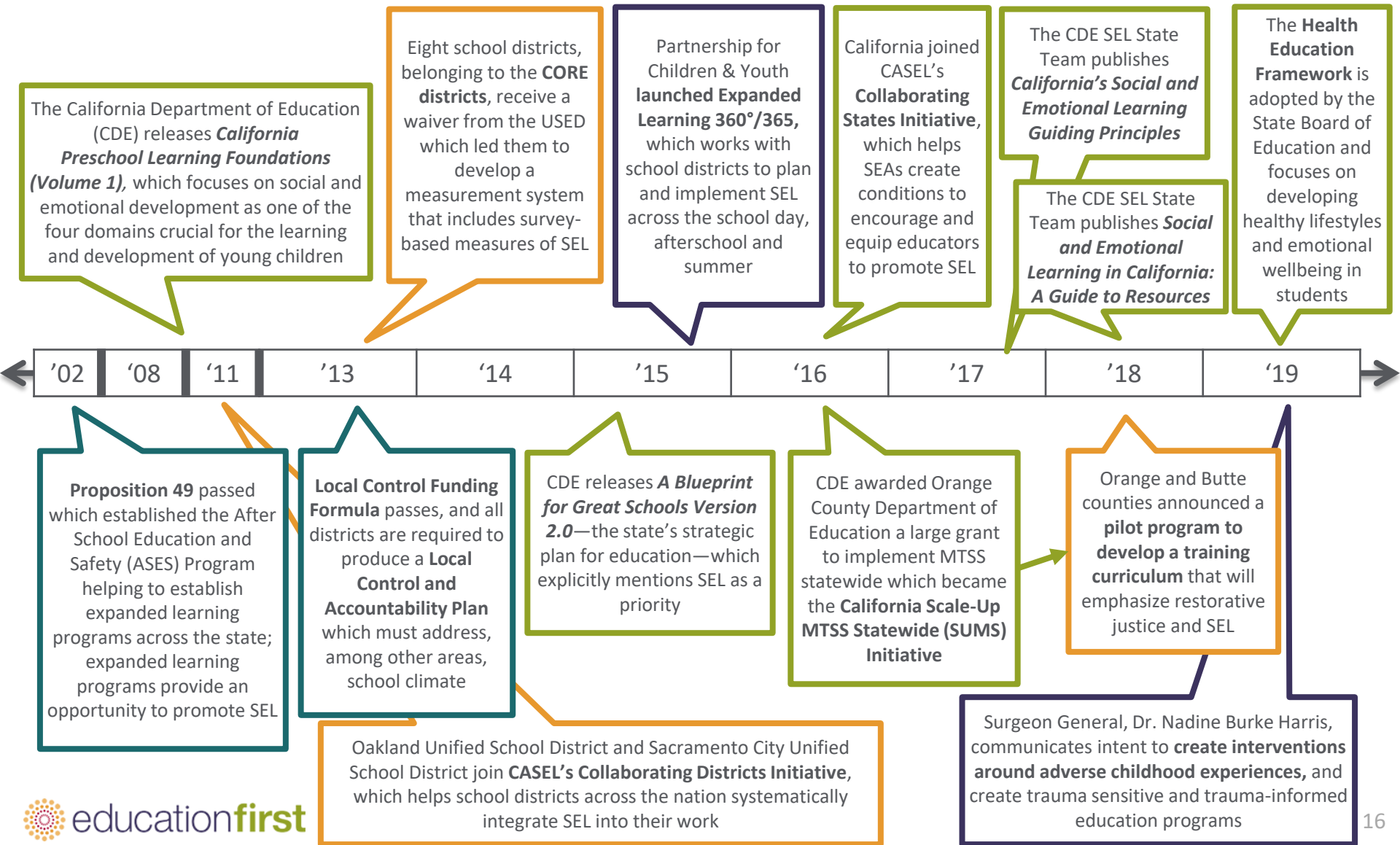


■ English ■ Math

*Note: The chart above shows how well students are meeting grade-level standards on the English Language Arts and Mathematics assessments. The assessments are taken annually by students in grades 3–8 and grade 11, and therefore, only account for how ~three million students are doing on the standards. Source(s): [CalMatters](#) (2019), [Durlack, Weissberg, Dymnicki, Taylor and Schellinger](#) (2011), [The Aspen Institute](#) (2017).

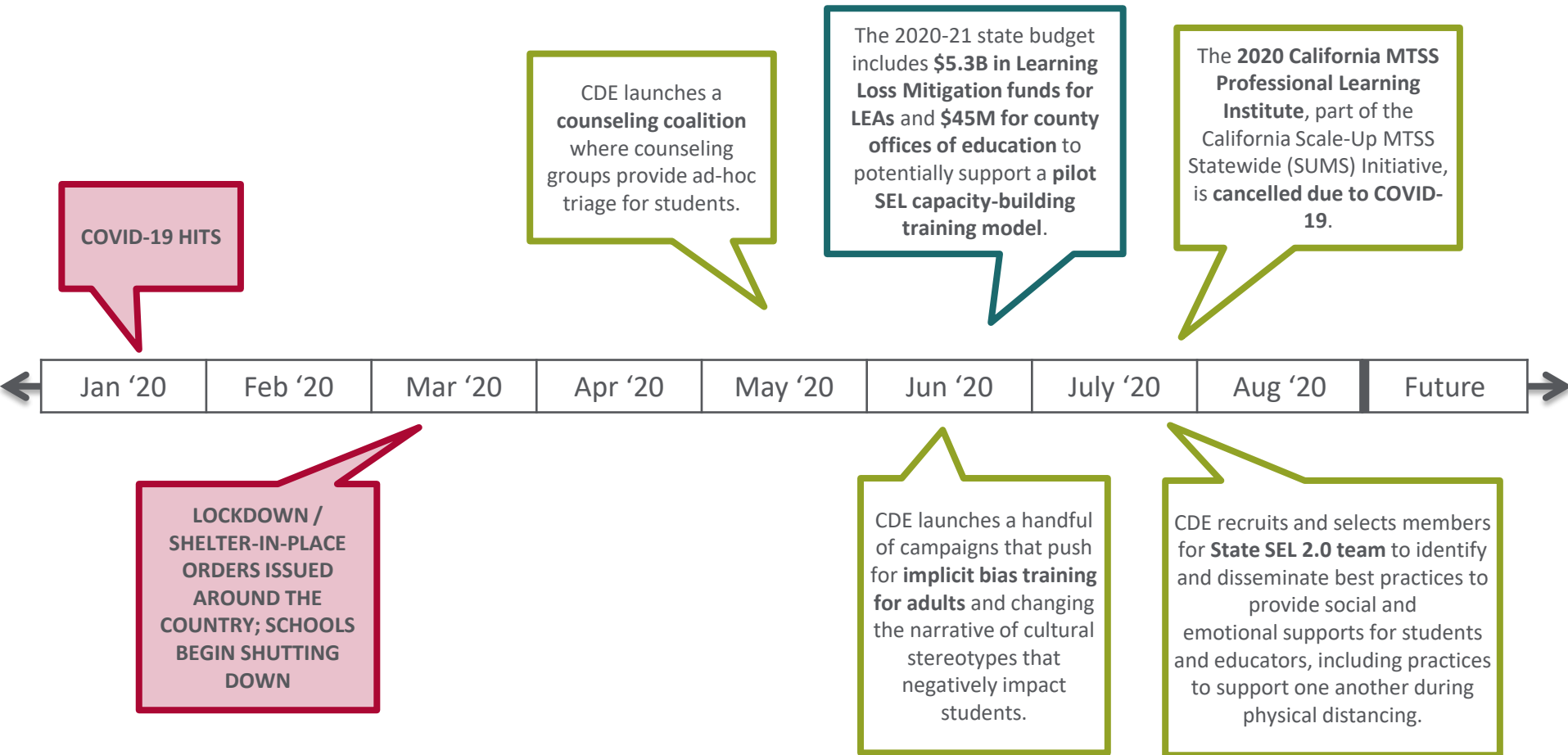
Recognizing the importance of SEL, California has worked to expand and prioritize SEL in schools

CDE Initiatives & Guidance
CA Policy
District Initiative(s)
Field Initiative(s)

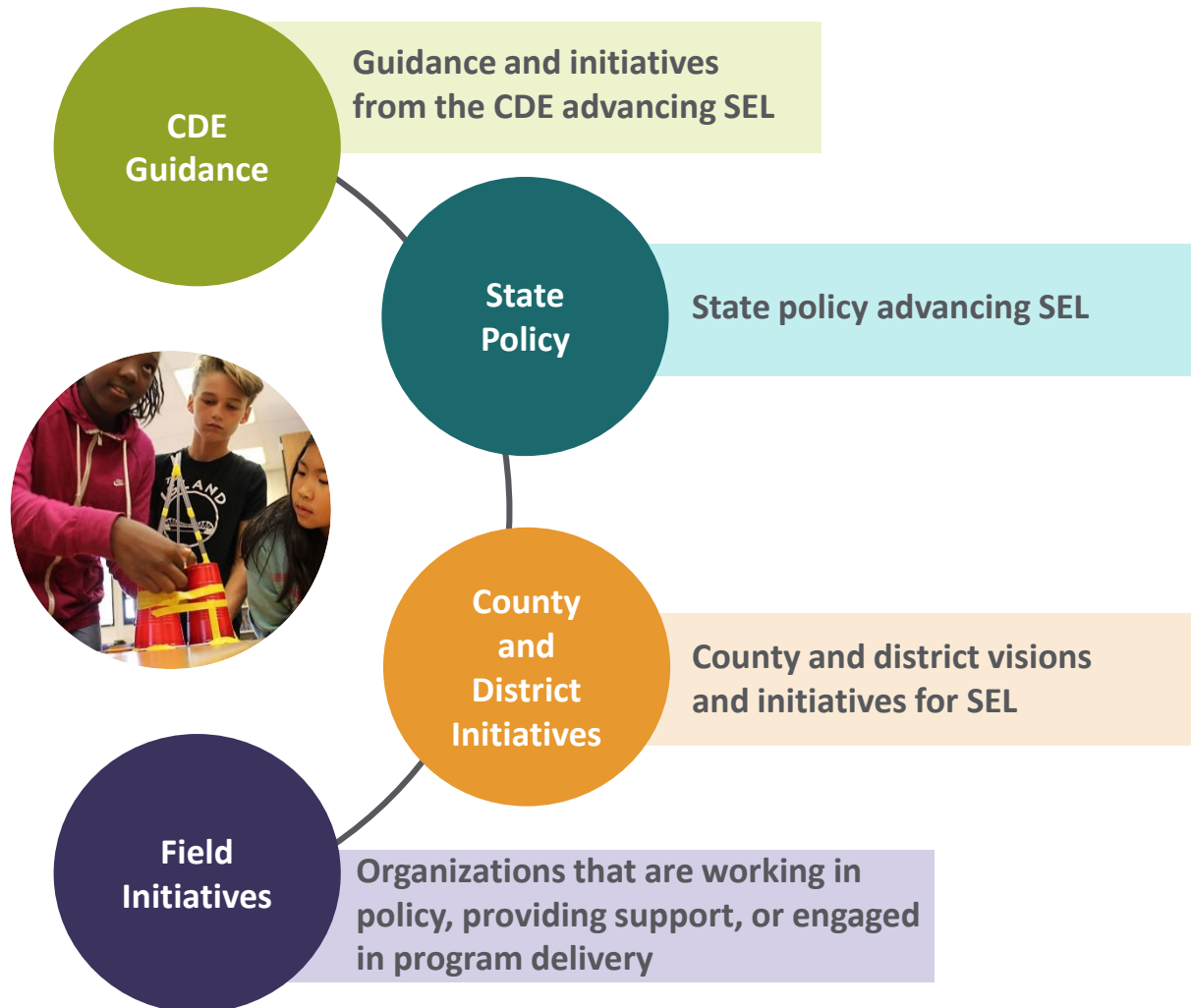


Although the COVID-19 pandemic has altered the SEL landscape in California, with a focus on immediate needs

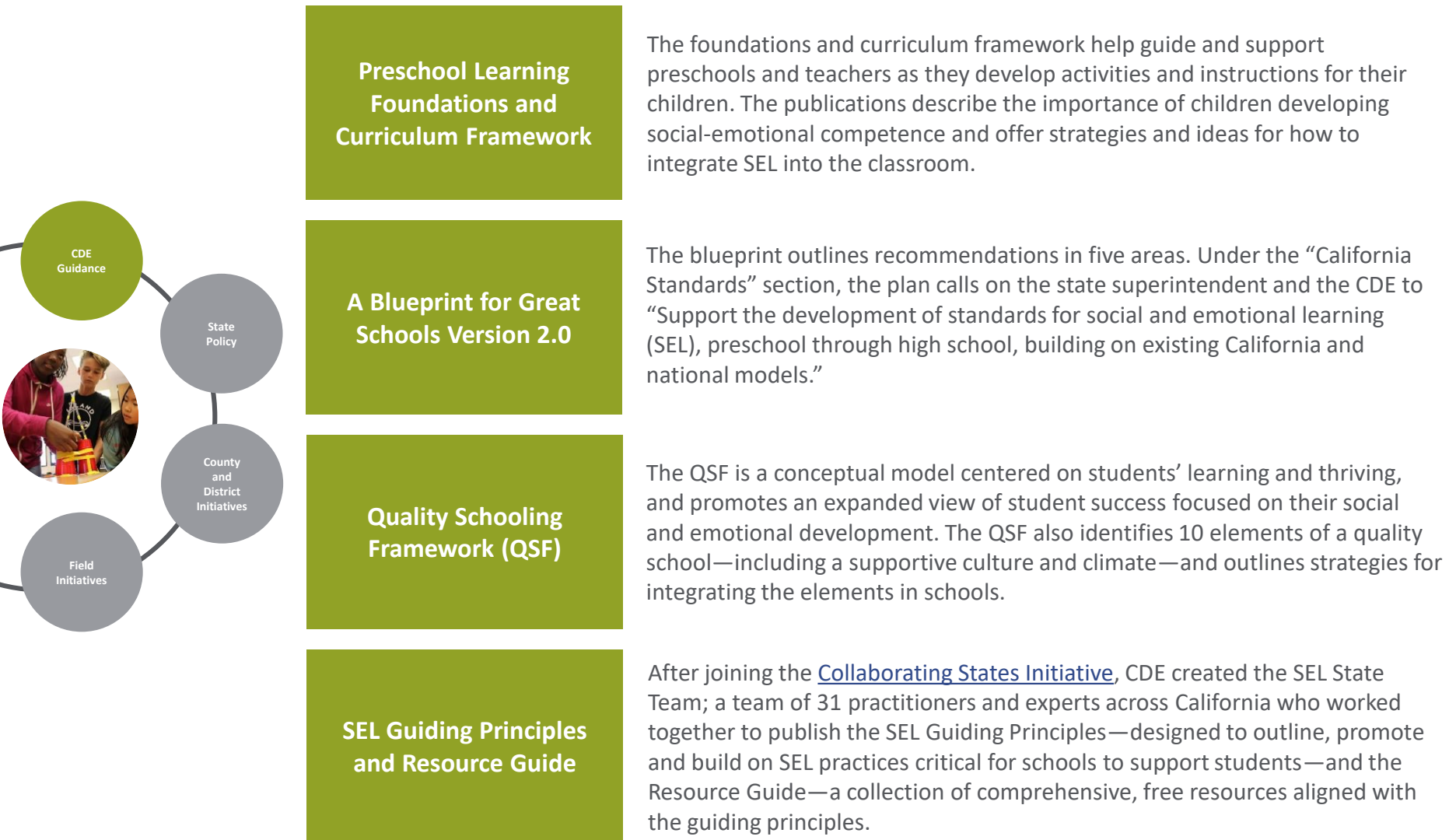
CDE Initiatives & Guidance
CA Policy
District Initiative(s)
Field Initiative(s)



California has also enacted policies and initiatives that impact SEL at the state and local levels and the non-profit sector provides substantial support for policy, advocacy and programs



SEL is a core component of various vision-setting and guidance documents from the California Department of Education (CDE)



The CDE also administers several grant initiatives that help to scale SEL across California's local education agencies

First two funding phases of the SUMS Initiative

In 2015, through AB 104 and with subsequent funding from the governor in 2016, the CDE selected Orange County Department of Education to launch the **Scaling Up MTSS Statewide (SUMS) Initiative**. The initiative provides local education agencies (LEAs) with funding and training to engage in a process to develop, align and improve academic and behavioral resources, programs, supports, and services utilizing a coherent MTSS* framework.

498 LEAs have received subgrants and trainings through the SUMS initiative

Third funding phase of the SUMS Initiative

With additional funding through AB 1808 in 2018, the Orange County Department of Education, Butte County Department of Education and University of California, Los Angeles partnered to start designing a **pilot program to provide educators and school systems with evidence-based tools and training to expand restorative justice, bullying prevention and positive behavior intervention**—this is an effort to expand the state's MTSS.*

Educator Workforce Investment Grant Program

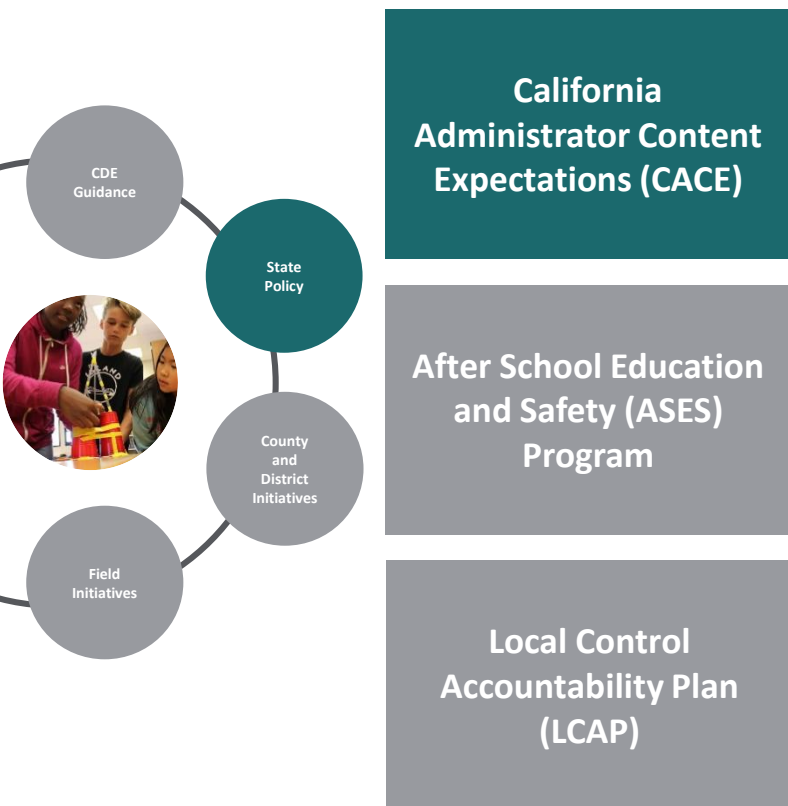
Senate Bill 85 of 2019 mandates the CDE to establish a process to select one or more institutions of higher education or nonprofit organizations **to conduct professional learning about creating positive school climate—including social-emotional learning and restorative justice**—among other areas. The Request for Applications (RFA) for the “Social Emotional Learning, Positive School Climate, Restorative Justice” grant is tentatively scheduled for release in March 2020.

Due to COVID-19, the funds previously allocated in the state budget for this grant program have been retracted



***Multi-Tiered System of Support (MTSS)** is a framework designed to help districts and schools address students' academic, behavioral and social-emotional needs. Inclusive SEL, guided by the state's SEL Guiding Principles, is one of the three pillars of the framework.

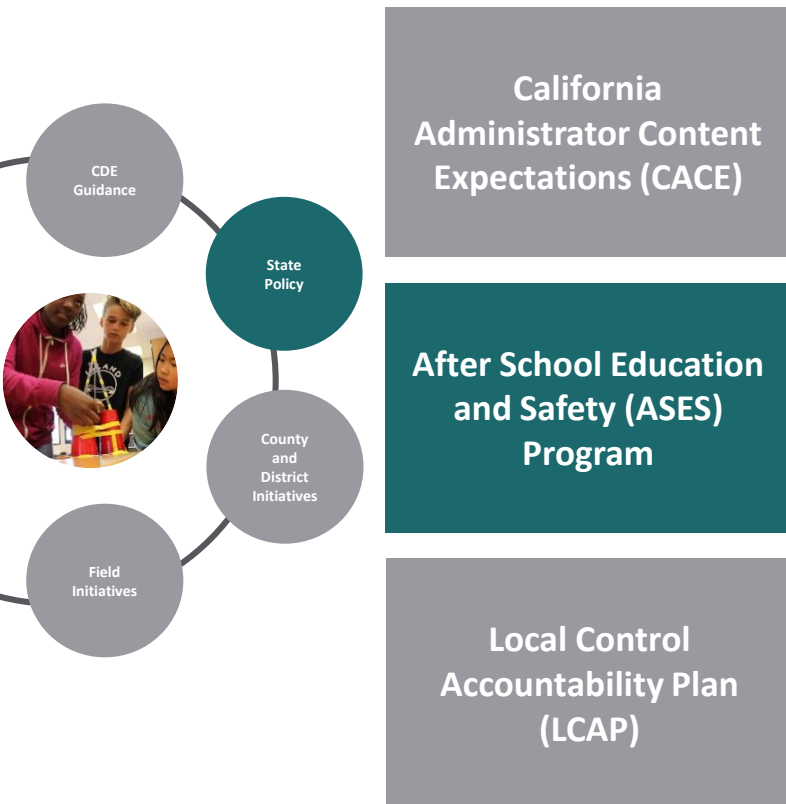
While there is not a lot of statewide legislation regarding SEL, the policy environment moved in a positive direction with three directives



The California Commission on Teacher Credentialing is an agency that serves as a state standards board for educator preparation. In 2013, the Commission published the Administrative Services Credential Program Standards to prepare candidates' progression from classroom teacher to practicing administrator. Part of the standards include the **California Administrator Content Expectations** which state that administrators must develop knowledge and understanding of:

- CACE 1.A. – “The process of developing a collaborative, evidenced-based, student-centered vision that promotes equitable achievement and the linguistic, cultural, **social-emotional...development of each student.**”
- CACE 3.C. – “Relationship and impact of **social-emotional development, culture and climate on student achievement.**”
- CACE 5.B. – “Strategies to identify and address institutional barriers (derived from economic, **social-emotional...**) that prevent equitable outcomes.”

Aside from CACE, the After School Education and Safety (ASES) program paved the way to expand SEL into after school activities



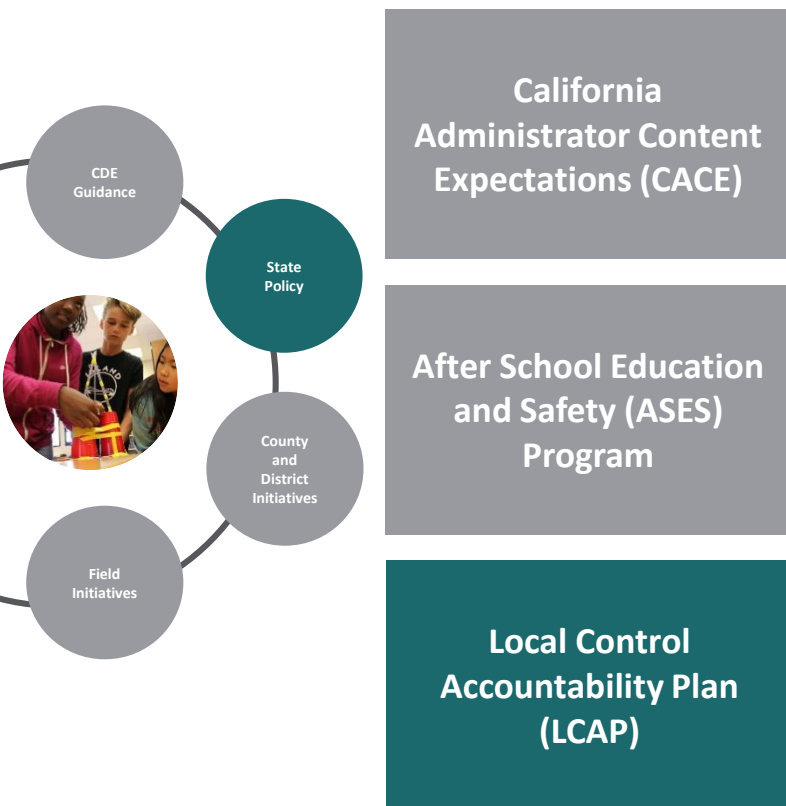
In 2002, voters passed Proposition 49 which modified and expanded existing state after-school programs to the After School Education and Safety (ASES) program. As of 2016, **4,500 expanded learning* programs serviced 500,000 children across the state**. The state has signaled SEL as an important aspect of expanded learning programs in the following ways:

- The CDE and California AfterSchool Network (CAN) released the “[Quality Standards for Expanded Learning in California](#),” a framework defining quality of a program which includes “**the program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students.**”
- The CDE’s SEL Planning Team of the Expanded Learning Division (EXLD) released a set of recommendations for EXLD to promote SEL within extended learning programs and create coherence between expanded learning programs and the in-school day.



*The term **Expanded Learning** refers to before and after school, summer, and intersession learning experiences that develop the academic, social, emotional and physical needs and interests of students (from “[A Vision for Expanded Learning in California](#)”).

Also, as a result of a state law for a new school funding model, districts and charter schools incorporated various SEL components into their goals for improving student outcomes



In 2013, California revamped its approach to state education funding with the Local Control Funding Formula (LCFF). LCFF was created to address inequities in the school system by giving more money to districts enrolling historically disadvantaged students, such as low-income students and English Learners. **Under the LCFF all school districts and charter schools are required to prepare an LCAP every year detailing how they are addressing eight state priorities—school climate is one of those priorities, opening the door for SEL.**

Examples of 2019–2020 LCAP SEL Goals



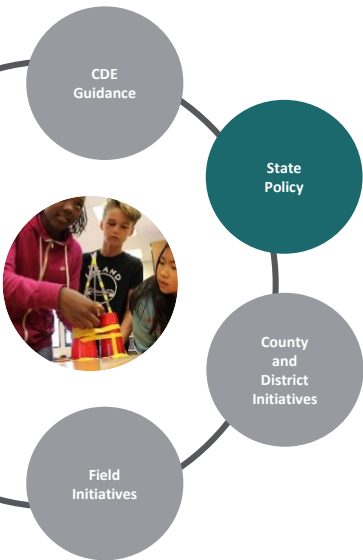
Goal 4: Increase number of students who feel connected and safe at school.



Goal 2: Provide equitable and healthy learning environments that enhance the social-emotional and academic learning for all students utilizing a Multi-Tiered System of Supports (MTSS).

In January 2020, the Governor announced several budget priorities focused on education; there were opportunities to connect SEL with those priorities

The Governor's three main education-related budget priorities were to:



Address teacher shortage

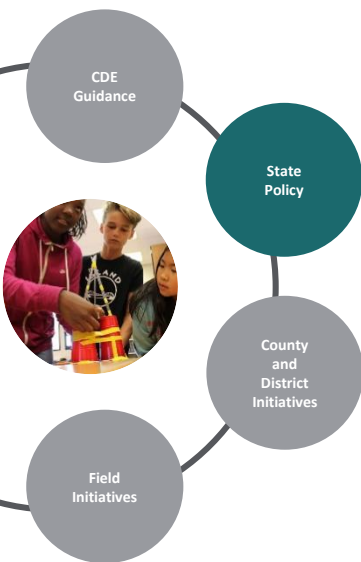
Create a longitudinal data system that can capture and track data on the whole child from cradle-to-career

Improve the quality of early learning education in the state

In January 2020, the state's 2019-2020 budget also included funding for various professional development (PD) programs. **SEL was only mentioned in the budget related to PD for teachers; it specifically allocated \$22.1 million for PD related to SEL,** computer science, restorative practices and ethnic studies.

As a result of COVID-19, the Governor has been forced to pull back on several budget priorities related to education and SEL; however, student well-being remains a priority

The Governor's updated education-related budget priorities related to SEL:



Addressing immediate needs and avoiding permanent decline

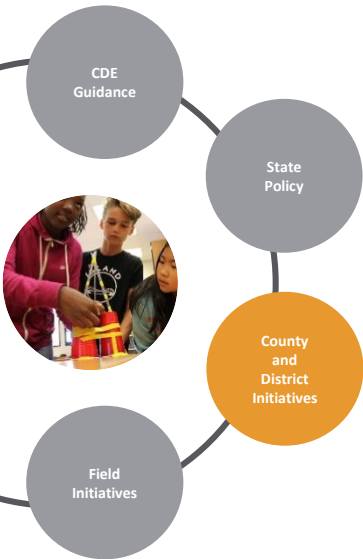
Ensuring LEA's have a 2020-21 Learning Continuity and Attendance plan

Evaluating opportunities for improvement in school safety infrastructure, including school policing

The current challenges we face have provided an opportunity to reimagine our school systems. An example of this is the Learning Continuity and Attendance Plan for local education agencies (LEA's) that must include a description of how the LEA will provide continuity of learning during the COVID-19 pandemic and address all of the following (two of which specifically relate to SEL):

- Distance learning
- Learning loss
- ***Mental health and a social-emotional well-being***
- Professional development
- ***Pupil engagement and outreach***
- School nutrition

Many districts are prioritizing SEL and several have been pioneers in SEL measurement



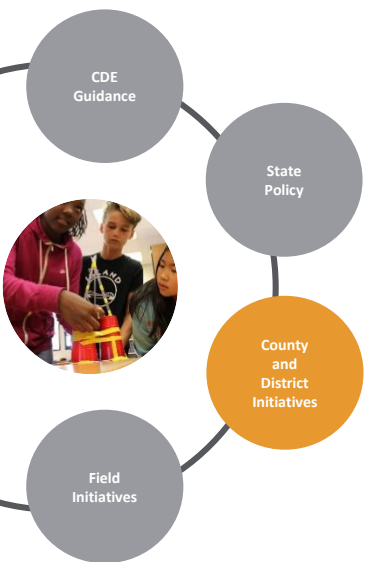
Districts Participating in Measurement Study

The CORE districts, a network of school districts created in 2010, received a waiver from the accountability provisions of the Elementary and Secondary Education Act (ESEA) in August 2013. **Under the waiver, they established the School Quality Improvement System that measure four competencies of SEL: growth mindset, self-efficacy, self-management and social awareness.** Students in grades five to twelve are asked to self-report on a series of behaviors and beliefs that are indicators of social-emotional skills and data from the surveys informs the schools' practice and implementation of SEL programs.

“In implementing and sustaining high-quality SEL...practices are important, but so is knowing whether and how the practices ultimately affect students.”

—PACE

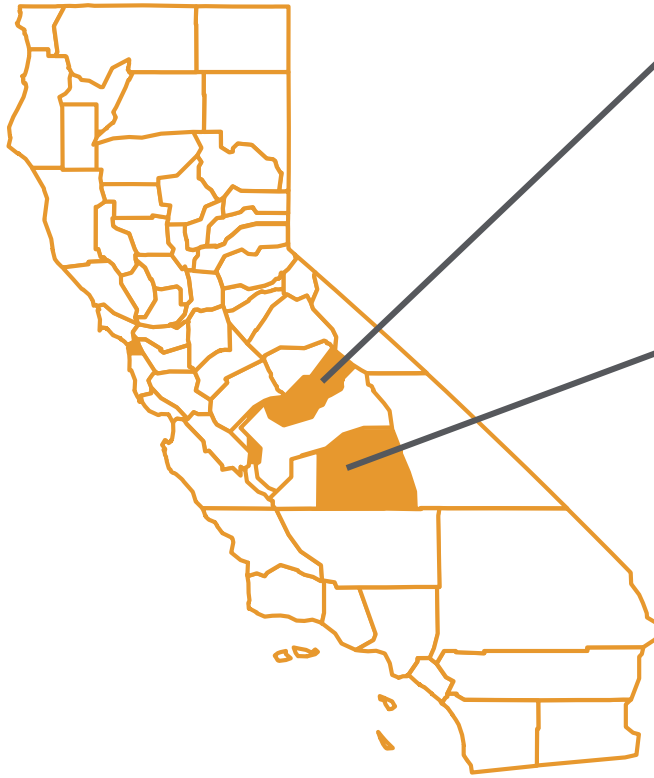
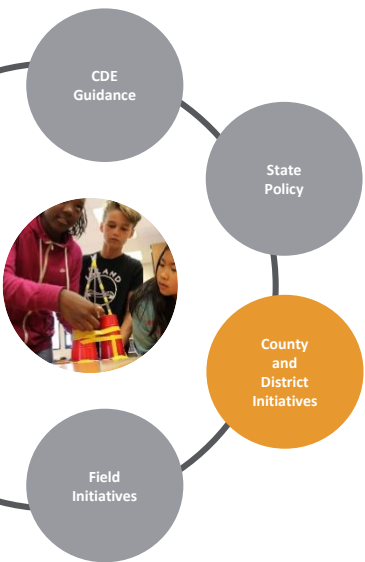
A number of districts and counties lead CA and the nation in their commitment to integrating SEL in their schools and providing support to educators with SEL implementation



Sacramento City Unified School District and **Oakland Unified School District** were two initial members of **CASEL's Collaborating Districts Initiative (CDI)**. The CDI is aimed at building school districts' capacity to implement SEL in their schools. The districts receive implementation support from a consultant team, planning and implementation tools, and grant funding, among other supports.

Orange County of Education and **Sacramento County of Education** host an **SEL Community of Practice (CoP)** for their educators to share best practices and network. Along with the **Butte County of Education**, they launched a statewide CoP, the "**California Social and Emotional Learning Community of Practice**," for county offices of education leaders with meetings in the north and south of California.

Rural districts like Madera and Visalia are also focusing on innovative SEL work



Madera Unified School District in rural Madera county is making a **major push to develop adult SEL competencies and shift adult mindsets**. Superintendent Todd Lile has **mobilized local and state resources to address student wellbeing and mental health**, and to support teachers to address these issues with students more directly.

Visalia Unified School District's SEL team focuses on individual and classroom practices, and restorative practices across the district. The team is developing a more **integrated cross-system approach to SEL**, weaving instruction and support programs into already existing structures. The team is seeking coherent guidance from the county and the state to support their efforts at integration and moving beyond siloed frameworks.

Non-profit and partner organizations support SEL initiatives and scaling implementation in schools and districts across California

Organizations generally work in three areas related to SEL:

Policy and
advocacy

Coaching,
professional
development (PD)
and technical
assistance (TA)

Program delivery



**BEYOND
DIFFERENCES™**



AHa!
*Inspiring youth to feel safe,
seen, and emotionally connected*



Non-profit organizations support SEL across the state through policy and advocacy, capacity building and programming

ORGANIZATION

DESCRIPTION

FOCUS IN CA



The Collaborative for Academic, Social, and Emotional Learning (CASEL) collaborates with school districts in California and is working with the CDE as part of its Collaborating States Initiative. The organization also supports educators and policy leaders to enhance SEL experiences and outcomes for all PreK-12 students.*



Statewide
and providing
direct support in
Sacramento and
Oakland



The Social Emotional Learning Alliance is a coalition of educators and SEL providers working to promote the implementation of SEL programs and practices. SEL4CA primarily targets legislators, school districts (e.g., school board members and superintendents), school personnel, parents and families, and community and business leaders and advocates for actions that advance SEL implementation.



Statewide



Beyond Differences works to end social isolation and create a culture of belonging for everyone in middle school. More than 6,155 schools across the country have used their Positive Prevention Initiatives, giving middle school students and educators the skills and awareness to break down barriers that lead to social isolation.



Statewide

Please note: The organizations listed on slides 50-54 are only a sample of the many organizations providing SEL and SEL-related support to educators and families in California.

Non-profit organizations support SEL across the state through policy and advocacy, capacity building and programming

ORGANIZATION

DESCRIPTION

FOCUS IN CA



The California School-Age Consortium (CalSAC) facilitates professional networks that provide training, leadership development and advocacy around high-quality out-of-school time programs. Their on-site training for youth providers offers experiential and learning opportunities about SEL.



Statewide



CRTWC is unique in focusing on those preparing to enter the profession – developing both students’ and teachers’ social, emotional, and cultural competencies; nesting these competencies within the curriculum; and providing professional development to those who work with teacher candidates. CRTWC has created systemic change by transforming teacher preparation and developing new teachers equipped with the lens, skills, and tools to build supportive relationships with their students.



Statewide
And located at
San Jose State
University



Partnership for Children & Youth (PCY) is an advocacy and capacity-building organization focused on expanding quality learning opportunities in under-resourced communities. PCY’s Expanded Learning 360/365 Initiative focuses on helping improve and align SEL practices across school-day and expanded learning programs.



Statewide



The Social & Emotional Wellness Initiative enhances the quality of life for youth and families by educating, motivating, and providing prevention programs through social and emotional wellness services. They offer direct youth services, staff training and development and curriculum design.



Los Angeles

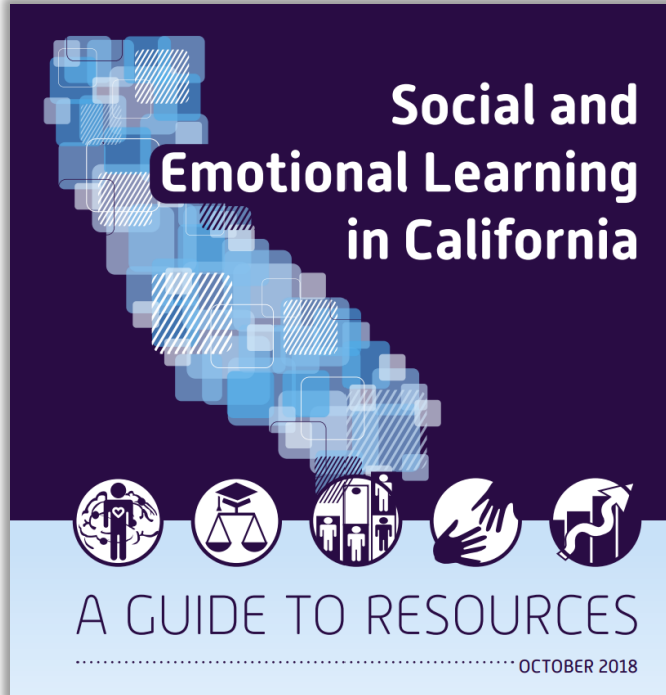
Non-profit organizations support SEL across the state through policy and advocacy, capacity building and programming

ORGANIZATION	DESCRIPTION	FOCUS IN CA
 <p>AHA! <i>Inspiring youth to feel safe, seen, and emotionally connected</i></p>	AHA! equips teenagers and educators with social and emotional intelligence. AHA! hosts in-school, after-school and summer programs that promote social-emotional learning, peace building, and joy through creative expression.	 <p>Santa Barbara</p>
 <p>EduCare FOUNDATION</p>	EduCare is a youth service provider hosting after-school programs for students, workshops for parents and professional development for educators. One of EduCare's youth development programs, ACE , is a 3-day character-building program focused on SEL, which has now been implemented nationwide.	 <p>Los Angeles</p>
 <p>Mindful Life Project</p>	Mindful Life Project supports the mental and emotional well-being of underserved students, teachers, school leaders and families through highly regarded mindfulness based social emotional learning programs. Their programs include Mindful Community, Rise-Up and Assemblies .	 <p>San Francisco Bay Area</p>

The California Department of Education also provides guidance and curated resources to encourage educators and families to implement social and emotional learning



California Department of
EDUCATION



1 Adopt Whole Child Development as the Goal of Education

Take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college, career, and civic life readiness. Name SEL as not a "nice to have," but a "must have" to ensure student success in school, work, and community.



2 Commit to Equity

All students must have opportunities to build SEL skills and receive an assets-based educational experience that is personalized, culturally relevant and responsive, and intentionally addresses racism and implicit bias. Use practices that build on the existing strengths of students, educators, families, and communities.



3 Build Capacity

Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies.



4 Partner with Families and Community

Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being.



5 Learn and Improve

Adopt continuous improvement practices and use evidence to guide decision-making while aiming to enhance the quality of student social and emotional learning opportunities. Use data to inform improvement of instructional and school practices, not for accountability purposes.

We collected additional California SEL resources from social media interactions, convening participants and partner suggestions

ORGANIZATION	DESCRIPTION	CONTACT
<u>Californians for Justice</u>	Californians for Justice is a statewide youth-powered organization fighting to improve the lives of communities of color and other marginalized communities. In 2015 they launched a campaign for Relationship Centered Schools, to ensure that all students have a caring adult on campus.	https://caljustice.org/
<u>Early Learning Institute</u>	A 501(c)(3) nonprofit in Sonoma County with a Part C (IDEA) program and several First5 funded programs. Part of what they offer the community is training on the Center on Social and Emotional Foundations for Early Learning (CSEFEL) Pyramid model.	Earlylearninginstitute.com
<u>Get Empowered</u>	The Get Empowered! mission is to unify, uplift, transform and empower children, communities and companies. They believe in the power of multicultural arts, education and mindfulness to help bring out the best in people of all ages and diverse backgrounds.	emi@getempoweredall.com
<u>National Equity Project</u>	Based in Oakland, The National Equity Project is a leadership and systems change organization committed to increasing the capacity of people to achieve thriving, self-determining, educated and just communities.	https://www.nationalequityproject.org/
<u>Ripple Effects</u>	California-based Ripple Effects provides evidence-based, learner-directed and trauma-informed personalized technology to address non-academic barriers to school success and build social and emotional skills, for students and educators.	lbrentano@rippleeffects.com
<u>Shelectricity</u>	Shelectricity is a California-founded girls' empowerment ecosystem. It brings together technology, culture and community to create safe and nurturing online and in-person environments for girls to learn, grow, innovate and lead.	lora@shelectricity.org
<u>The Representation Project</u>	The Mask You Live In, a documentary film directed by Jennifer Siebel Newsom, along with her first film Miss Representation, are recommended viewing alongside their education curricula in the California Healthy Youth Act's Health Education Framework for California public schools. The Mask You Live In includes an 8-week SEL curriculum.	beth@therepresentationproject.org

California is primed to advance SEL throughout the state but the urgency of the moment demands bold, immediate and sustained action.





3 | Recommendations for Advancing SEL in California

Unprecedented challenges demand bold action now, even though we are without perfect blueprints for the best next steps

Research suggests we are at risk for unprecedented levels of trauma and ongoing social and emotional problems

- A [national survey](#), fielded by America's Promise Alliance and released in June 2020, suggested that only weeks into the pandemic **"students are experiencing a collective trauma."**
- We know from research on trauma and from the science of learning and development that **failure to attend to the wellbeing of children—and adults—will put children at wide scale risk for immediate and long term social, emotional and psychological harm**, and will inhibit learning and development.
- Educators, parents and students across the state told us that **SEL is more important than ever to their well-being and their ability to learn and thrive**, even through these difficult times.

Our recommendations are designed to help California move on the opportunity and the challenge of advancing transformative SEL for all students starting now.

"Disasters last a really long time in the lives of children."

- Alice Fothergill, [The Children of Katrina](#)

Stakeholders agreed on four high-priority recommendations to advance SEL across the state

Rec #1

Rec #2

Rec #3

Rec #4

Recommendation #1

5 strategies

Support recovery *now* and success in the *future* by making Transformative SEL the cornerstone of California's education system.



Recommendation #2

3 strategies

Emphasize training, support and development of the adults in the system from the beginning.



Recommendation #3

2 strategies

Work together coherently both within and between systems; Align SEL efforts at and between the state-, county-, and district-levels.



Recommendation #4

4 strategies

Invite, listen and lift-up.



Key/Legend

We use this graphic organizer to identify which actors are targeted for specific actions.



S = State-level



C = County-level



D = District- and school- level



F = Family- and student-level

Recommendation #1: Support recovery *now* and success in the *future* by making Transformative SEL the cornerstone of California's education system

Rec #1

Rec #2

Rec #3

Rec #4

Our students, educators and families are experiencing **unprecedented challenges** – pandemic, historic racial inequities, increased economic pressure and social isolation – all at one time. When schools reopen – regardless of whether they are virtual or in-person – **reconnection, belonging, understanding and support will be even more critical** to helping them **recover *now* and to ensuring their success as learners this year and well into the *future*.**

“Why would we think students will thrive if their social and emotional needs aren't met? As an adult, I don't thrive if my social and emotional needs aren't met.” – *WikiWisdom report*

“The death of George Floyd reminds us of the critical importance of having an SEL framework that leans into students' experiences, affirms students' identities and looks to build environments of trust and belonging that support inquiry, equity, problem solving, advocacy and curiosity. Our children and youth have the blueprint. They bring cultural richness and valuable experiences into our classrooms that can help us build positive school environments and school conditions for all. In fact, they show us time and time again tremendous examples of brilliance, resilience, determination, critical problem solving and the consideration of multiple perspectives.” – *WikiWisdom report*

Recommendation #1: Support recovery *now* and success in the *future* by making Transformative SEL the cornerstone of California's education system

Rec #1

Rec #2

Rec #3

Rec #4

STRATEGIES

Strategy 1

Adopt and promote a Transformative SEL definition that includes an explicit emphasis on equity and anti-racism now.



Strategy 2

Provide state-level guidance and tools to support Transformative SEL.



ACTIONS

- *Update messaging to help educators, schools and families understand the new definition of transformative SEL and why added elements that focus on equity and anti-racism are so crucial for students in California.*
- *Share the definition with the statewide SEL Community of Practice and the State SEL Team 2.0 and update associated state SEL guides and resources.*

- *Identify and promote high-quality Transformative SEL frameworks, competencies/standards.*
- *Establish Transformative SEL benchmarks.*
- *Incorporate Transformative SEL competencies/standards into state standards and frameworks.*

Recommendation #1: Support recovery *now* and success in the *future* by making Transformative SEL the cornerstone of California's education system

Rec #1

Rec #2

Rec #3

Rec #4

STRATEGIES

Strategy 3

Champion Transformative SEL as a critical, holistic and equity-driven approach to support learning.



ACTIONS

- *Leaders champion the overall need for and import of Transformative SEL and the policy shifts that support implementation through public statements, ongoing leadership work.*
- *Talk the talk and walk the walk. Do the work as individual leaders to understand, reflect on, and develop SEL skills, to grow into effective advocates for Transformative SEL.*
- *Secure additional public or private funding and identify leadership to support the continuation and expansion of the communications campaign launched during Advance SEL and align it to further amplify the existing communications from CDE. Launch an 18-month statewide communications campaign that elevates leadership's support for SEL; use the campaign to highlight what is working and what assets California can build upon including best SEL practices from around the state and stories of success in the face of adversity from of students, families, teachers and other educators across the state.*

Recommendation #1: Support recovery *now* and success in the *future* by making Transformative SEL the cornerstone of California's education system

Rec #1

Rec #2

Rec #3

Rec #4

STRATEGIES

Strategy 4

Grow capacity at the county- and district- levels with a pilot SEL capacity-building training model. Strengthen county teams' capacity to support effective Transformative SEL practice in districts and schools.



ACTIONS

- *While the will is strong to better and more widely leverage SEL, many counties and districts continue to be challenged by the “how.” Convenings hosted by Advance SEL are one example of an experience that not only advanced the work, but helped people understand how to do the work. It served a capacity builder for some, while engaging critical stakeholders in learning about and setting a vision for Transformative SEL in California.*
- *Any capacity-building effort must engage youth, teachers, parents, community partners, and educators from all system levels, in the process of defining the vision, goals, existing community assets, and implementation plans for SEL within districts and schools.*

Recommendation #1: Support recovery *now* and success in the *future* by making Transformative SEL the cornerstone of California's education system

Rec #1

Rec #2

Rec #3

Rec #4

STRATEGIES

Strategy 5

Weave Transformative SEL into daily school and student experiences – policies, structures and practices – starting this fall.



ACTIONS

- Act quickly to *prioritize SEL and enable greater time, attention, communication, professional development and resources to support integrating it into the overall daily experience of school. At the district level, create an SEL Committee and invite a range of stakeholders – including students, teachers and parents -- to participate in the process.*
- *Identify barriers to prioritizing SEL and solutions for removing them, and work with partners (at the district-, county- and state-levels) to drive specific changes.*
- *Include SEL more explicitly in budget and funding conversations (including Local Control Funding Formula discussions) to encourage leaders to more intentionally address SEL in their sphere of influence.*
- *Embed SEL elements in schools' mandated Single Plan for Student Achievement (SPSA's).*



Suggested actions for Strategy 5 continued on the next slide.

Recommendation #1: Support recovery *now* and success in the *future* by making Transformative SEL the cornerstone of California's education system

Rec #1

Rec #2

Rec #3

Rec #4

STRATEGIES

Strategy 5

Weave Transformative SEL into daily school and student experiences – policies, structures and practices – starting this fall.



ACTIONS

- *Identify SEL as one component of school and district evaluations (i.e., School Accountability Report Card and LEA Report Card).*
- *Create awards that recognize and reward building positive school climate/culture/Transformative SEL (e.g., similar to “Blue Ribbon” Schools).*
- *Immediately identify and implement a handful of SEL practices to support student sense of connection, support wellbeing, and build relationships when learning virtually.*
- *At the district and school-level, integrate Transformative SEL into academics across all subjects and settings, grounded in an updated vision for student success that includes social and emotional skills.*

Recommendation #2: Emphasize training, support and development of the adults in the system from the beginning

Rec #1

Rec #2

Rec #3

Rec #4

A hard-learned lesson learned from SEL efforts over the past 30 years: **developing adult SEL skills in those responsible for supporting students is crucial.** The path to student wellbeing and readiness to learn is through the adults who interact with them. Counties, districts and schools **must support and invest in adult health and well-being**, and the development of **adult social and emotional competencies, bias awareness**, and understanding of **trauma-informed and culturally-responsive practices**, in order to create the culture, climate and relationships that **enable effective learning and development for all students.**

“[We should] support educator growth and capacity as their own understanding of SEL evolves so that, SEL becomes more and more the “how” we engage in content standards. Highlighting that the SEL competencies are the skills required to attain the content standards.” – *Convening Participant*

“I am most excited about the professional development on SEL for all staff admin, teachers and classified. I think it would be great if it is a requirement statewide.”
– *Convening Participant*

“SEL is not just for students. It is for adults as well. We must first focus on adult wellbeing so that the adults can focus on student wellbeing.” – *Convening Participant*

Recommendation #2: Emphasize training, support and development of the adults in the system from the beginning

Rec #1

Rec #2

Rec #3

Rec #4

STRATEGIES

Strategy 1

Provide coaching and professional development for adults – leaders and teachers – focused on understanding and growing their own social and emotional skills, and bias and anti-racism awareness at state-, county-, district- and school-levels.



ACTIONS

- *Communicate to LEA's that the \$5.3B in Learning Loss Mitigation funds from the 2020-21 budget can be used to support all the efforts described in this recommendation.*
- *Identify a network of technical assistance providers and professional learning offerings and collaborate with County Offices of Education on dissemination of available providers and resources.*
- *Expand professional learning communities across counties that enable peer-supported learning and safe contexts in which to address what are often sensitive topics.*
- *Identify supplemental private, philanthropic dollars to support prototyping new models for this leadership and adult development work.*
- *Consider including SEL skills and competencies as part of administrator and educator evaluations.*

Recommendation #2: Emphasize training, support and development of the adults in the system from the beginning

Rec #1

Rec #2

Rec #3

Rec #4

STRATEGIES

Strategy 2

Provide coaching and professional development to strengthen K-12 educators' and counselors' capacity to teach, model, and coach students in building social and emotional skills and to use culturally responsive and trauma-informed teaching practices.

D

Strategy 3

Prioritize and attend to adult well-being.

D

C

ACTIONS

- *Encourage communities of practice for educators and leaders to integrate evidence-based SEL practices into their school communities, allowing for deeper engagement and continuous learning and improvement. Building stronger connections through problem-solving makes SEL implementation with fidelity more likely to "stick."*
- *Form peer study groups and leverage available high-quality online training resources to begin to deepen educator understanding right away, even where paying for PD is not yet an option. Over time, districts can prioritize SEL in concert with annual budgets and exercise the flexibility they have to realign resources with their priorities.*
- *Provide avenues for adults at the county-, district-, and school-level to address their own trauma, get emotional support, build strong relationships, and connect authentically with peers. Adults' capacity to be present and effective with peers, team members and students is directly correlated to their own well-being.*

Recommendation #3: Work together coherently: Align SEL efforts at the state-, county-, and district-levels

Rec #1

Rec #2

Rec #3

Rec #4

Too often, an alphabet soup of programs, frameworks and approaches exist in parallel, often duplicating efforts or working at cross purposes. In a time of crisis and scarce resources, and to drive long term sustainability, **greater coherence can help focus communication and systems integration**, reduce redundancies, and **create stronger alignment across programs and funding streams**. This can **increase capacity and to scale SEL across the state** without imposing a “one size fits all” approach.

Explore working with the state MTSS lead (Orange County Office of Education) to implement this recommendation.

“[It’s important] to work to ensure that SEL is reflected in our policies and practices and that it is clearly called out.” – *Convening Participant*

“[We need] districtwide coherence – horizontally and vertically – a common language, approaches, etc.” – *Convening Participant*

“SEL standards that are developmentally appropriate to complement academic standards would support full integration.” – *Convening Participant*



Recommendation #3: Work together coherently: Align SEL efforts at the state-, county-, and district-levels

Rec #1

Rec #2

Rec #3

Rec #4

STRATEGIES

Strategy 1

Use a coherence framework or protocol to ensure aligned policy and practice at the state and district levels.



ACTIONS

- Explore working with the state MTSS lead (Orange County Office of Education) to implement this recommendation.

Strategy 2

Use qualitative and quantitative data and research to drive urgency for change, track progress and identify successes and gaps.



- *Use staff and student experience surveys to signal school climate and culture progress.*
- *Use accessible qualitative methods such as empathy interviews to simultaneously build understanding and strengthen connections.*
- *Publish data to school communities to support critical dialogue and action to strengthen culture and make positive change (e.g., CORE districts have developed a well-being survey for use by CORE districts that could be expanded to other districts in the state).*

Recommendation #4: Invite, listen and lift-up

Rec #1

Rec #2

Rec #3

Rec #4

Engage students, families, educators and community partners - with particular attention to **empowering underrepresented voices** - earlier in the process to identify challenges and **co-design SEL solutions** in their schools.

“Elevating student voice and agency as well as taking an asset-based approach on their experiences during the twin crises.” – *Convening Participant*

“Partnering with parents is the key. We also held parent classes to teach the parents the same curriculum that we are teaching the students. This way everyone is using the same language and is aware of what the signs or signals mean. This also bridges the home to school connection.” – *WikiWisdom report*

“Listening to the students’ perspective more, including them in the conversation about their own experiences.”
– *Convening Participant*

Recommendation #4: Invite, listen and lift-up

Rec #1

Rec #2

Rec #3

Rec #4

STRATEGIES

Strategy 1

Consider decision-making processes that are inclusive and bring “the whole system” into the room to build connections, identify assets/challenges and explore solutions together.



ACTIONS

- *Using the Advance SEL process as a model, CDE will proactively identify how stakeholder voices will be involved in decision making processes before projects begin.*

Strategy 2

Co-design ideas/solutions around restorative disciplinary policies and practices with families and students to promote SEL growth, reject exclusion, and begin to strengthen and/or rebuild communities.



- *Using the Advance SEL process as a model, CDE will proactively identify stakeholders most proximate to the challenge and work with them to listen authentically to their needs and engage in a process to deeply inform and/or co-design solutions.*

Recommendation #4: Invite, listen and lift-up

Rec #1

Rec #2

Rec #3

Rec #4

STRATEGIES

Strategy 3

Prioritize integrating youth more deeply into key decision-making bodies at the school-district-, county- and state-levels starting this fall, to ensure that their voices are an essential part of school and district decision-making.



ACTIONS

- *Using the Advance SEL process as a model, CDE will proactively identify youth stakeholders most proximate to the challenge and work with them to listen authentically to their needs and engage in a process to deeply inform and/or co-design solutions.*

Strategy 4

Engage families more deeply in this work through community school models, investing in family engagement coordinators, and inviting parents into the SEL training that students and adults are receiving.



- *Using the Advance SEL process as a model, CDE will proactively identify families most proximate to the challenge and work with them to listen authentically to their needs and engage in a process to deeply inform and/or co-design solutions.*
- *Schools and districts proactively consider local stakeholder groups to engage in their own SEL work while in the planning phase.*

4 | What's Next?

In this section we share some commitments and actions our convening participants and partners are already taking or are planning to take to advance SEL in California now.

Our recommendations come at a **moment of unparalleled challenges for all school communities** across the state.

The **strategies and suggested actions target every level of the system** and include suggestions that can **inspire action now and over the long-term.**

We hope that educators, parents and students will **take up these suggestions in whatever way you can**, using what is available to you to benefit students the most.



**We must do it now.
We owe it to our students.**

Convening participants shared with us the commitments to action they plan to take or are already taking to advance SEL

"I plan to share the Transformative SEL definition with our county office leadership team."



County
and
District
Actions

A national funder collaborative has invited Butte County to participate in a convening to engage stakeholders in imagining the future of health and wellbeing. As a result of our work together, Sandra Azevedo, Butte's SEL Coordinator, invited Advance SEL collaborators Mai Xi Lee (Sacramento City USD) and Susan Ward Roncalli (LAUSD) to join and make it a three-community effort, as a next step in their Advance SEL in CA work. Most importantly, each community will invite 25 youth per community to participate to amplify the youth voice.

"I am working to get time for SEL written into the teachers union contract."

"As a school leader, I have already taken the opportunity to meet with my new Superintendent this summer regarding SEL and well-being and I shared with him the WikiWisdom report. He will be creating a new School District Committee to address "SEL and well-being" together. I will be a member of this new committee. We both view wellness as a critical component of our reopening process and that confluence of SEL and antiracism must both be a part of that!"

Convening participants shared with us the commitments to action they plan to take or are already taking to advance SEL

"I am going to work on ensuring staff knows our students and their needs. Building community and connections will be the priority."



School Leader Actions



"I am in charge of SEL PD at my school site and I will be working with Child welfare and Attendance to create PD for the district. Our teachers ...will be starting off the school year focusing on our students' social emotional well-being. We are re-configuring job duties so that we have teams that will be checking in on students that are not engaging in our Bridge Academy (Distance Learning). I will also be holding Lunch Circles with our 4th and 5th graders. That is just the beginning."

Convening participants shared with us the commitments to action they plan to take or are already taking to advance SEL

"I plan to bring back recommendations and ideas I've learned from this work to my principal so my staff and school can take actions that will support equitable practices."



"Promote SEL to the Native American Community and parents."

Teacher Actions



"I'd like to start a weekly or monthly twitter chat using the #AdvanceSELinCA hashtag."

"I am going to plan each lesson with SEL integrated into it, and share with colleagues."

Convening participants shared with us the commitments to action they plan to take or are already taking to advance SEL



“Start a SEL club.”

Student
Actions

“I plan to continue being an advocate for Black students and other students of color in my district.”

“I am optimistic about the implementation of SEL practices in classrooms and in students’ lives as a catalyst for a reformed education system. I would love to continue participating and witnessing these open dialogues with various stakeholders. As a result, we can create a united coalition to combat the inequalities and “soft bigotry” in our classrooms.”



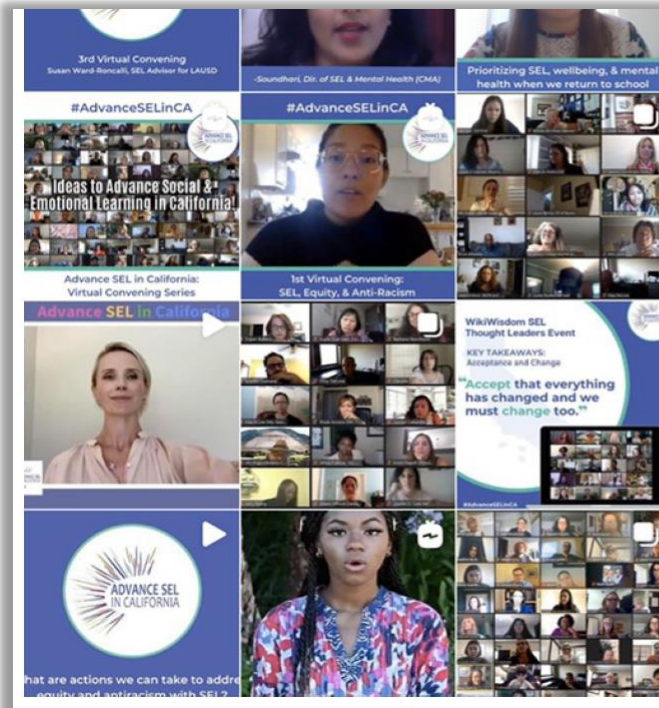
Our Advance SEL partners strongly support this work and plan to embed these recommendations into their ongoing conversations and planning at the state level

- We recognize that our state and nation are in a moment of economic recession and dwindling budgets. However, **the state's 2020-21 budget does include \$5.3B for LEAs and \$45M for County Offices of Education to potentially support much of the work outlined in these recommendations.**
- **The California Department of Education's State SEL Team 2.0, a cross-section of stakeholders and practitioners tasked with amplifying SEL best practices, will examine these recommendations over the coming year and identify an implementation timeline.**

These recommendations represent a commitment among leaders across the system to an ongoing, collaborative process on behalf of California's 6.2 million students - to continue seeking and identifying new or existing resources that support this work in the months and years ahead, and to seize opportunities that can be implemented now.

This is a beginning, not the end

Beyond Differences and the **SEL Alliance for California** will take over the **#AdvanceSELinCA** social media accounts to continue the conversations and highlight student, parent and educator voices in this work.



Visit Advance SEL in California on Social Media!

[Twitter: @AdvanceSELinCA](#)

[Instagram: @AdvanceSELinCA](#)

[Facebook: @Advance Social Emotional Learning in California](#)



| Appendices



| Project Description

To understand the nature and challenges of CA's current SEL implementation, we identified three research goals to guide our research activities and inform our recommendations

End goals of the research

1. **Take stock of the status of SEL implementation**—including the hopes, successes, challenges and barriers—from the point of view of educators and communities across the state
2. **Deepen understanding** about what **supports educators need most** to advance high-quality SEL in their communities
3. **Spur meaningful and actionable steps grounded in the needs of educators and building on what key actors in the state have done** to further SEL in the state that incorporate sustainability and local context

Research Methods

Desk Research

Interviews with
experts and
practitioners
across California

WikiWisdom
Crowdsourcing

Convening Series

Our research sought to answer the following questions about SEL implementation in California

High-level research questions

What kind of SEL programming is offered in California?

What are the key policies impacting SEL implementation?

What are the gaps in policies impacting SEL implementation?

Which organizations and key actors are leading or supporting SEL implementation across the state?

What challenges are communities, county offices of education and school districts facing in implementing SEL?

How do educators at multiple levels perceive SEL and what are their hopes for advancing it in their schools and communities and why?

What are the most promising opportunities in California to address these system-level and programmatic needs? (i.e., bright spots and opportunities that leverage or build on the current momentum and mobilization in SEL)

Given the current state political and programming context, what is the right set and sequence of opportunities that advocates and the state should undertake to improve SEL implementation in California? What should they work on first vs. later?

What messages on SEL resonate with stakeholders (i.e., parents, educators, policymakers)?

We interviewed 10 state SEL leaders and SEL experts to get a sense of the bright spots and challenges of SEL implementation in California

SEL experts/Other leaders and stakeholders

- **Brent Malicote**, SEL State Team Advisory Group & Sacramento County Office of Education
- **Lucy Vezzuto**, MTSS for CA, Orange Cty Office of Education
- **Nick Yoder**, Director of Policy & Practice, CASEL
- **Tyrone Martinez-Black**, CDI Policy & Practice Specialist, CASEL
- **Mary Hurley**, Senior District Consultant, CASEL
- **Ruth Cross**, Senior SEL Consultant, CASEL
- **Amy Cranston**, SEL Alliance for CA
- **Jennifer Peck**, Partnerships for Children & Youth
- **Katie Brackenridge**, Turnaround for Children
- **Tonia Coleman**, Vice Principal, Berkeley HS, Berkeley Unified SD

And we interviewed 18 community and district SEL leaders to get a sense of the bright spots and challenges of SEL implementation at the local and district level

Community-specific interviews

Butte County

- **Sandra Azevedo***, Butte Cty Office of Education, Coordinator of Continuous Improvement
- **Matt Reddam**, School Mental Health & Wellness Advisor
- **Lily Chang**, Butte COE and SELPA Program Specialist
- **Kristi Napoli**, Principal, Golden Hills School
- **Spencer Ansorge**, SEL Teacher, Central Middle School
- **Jovanni Tricerri**, Vice President of Regional Recovery & Partnerships

Los Angeles

- **Susan Ward-Roncalli***, Social Emotional Learning Advisor
- **Victor Gonzales**, Beyond the Bell

Madera

- **Todd Lile**, Superintendent
- **Rebecca Malmo**, Exec Director of Student & Family Support Services

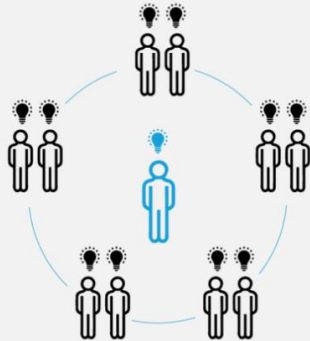
Sacramento

- **Mai Xi Lee***, Director of Social-Emotional Learning
- **Tu Moua Carroz**, Instructional Asst. Superintendent
- **Jeannette Schroeder**, Coordinator ELA
- **Rosie Arcona**, Specialist EL/Climate Training Specialist
- **Manuel Huezo**, Principal, Peter Burnett Elementary
- **Andrea Nava**, Specialist for Expanded Learning and Youth Development

Visalia

- **Ben Dhillon**, Director of Student Services
- **Serena Rodriguez**, Coordinator of Student Services

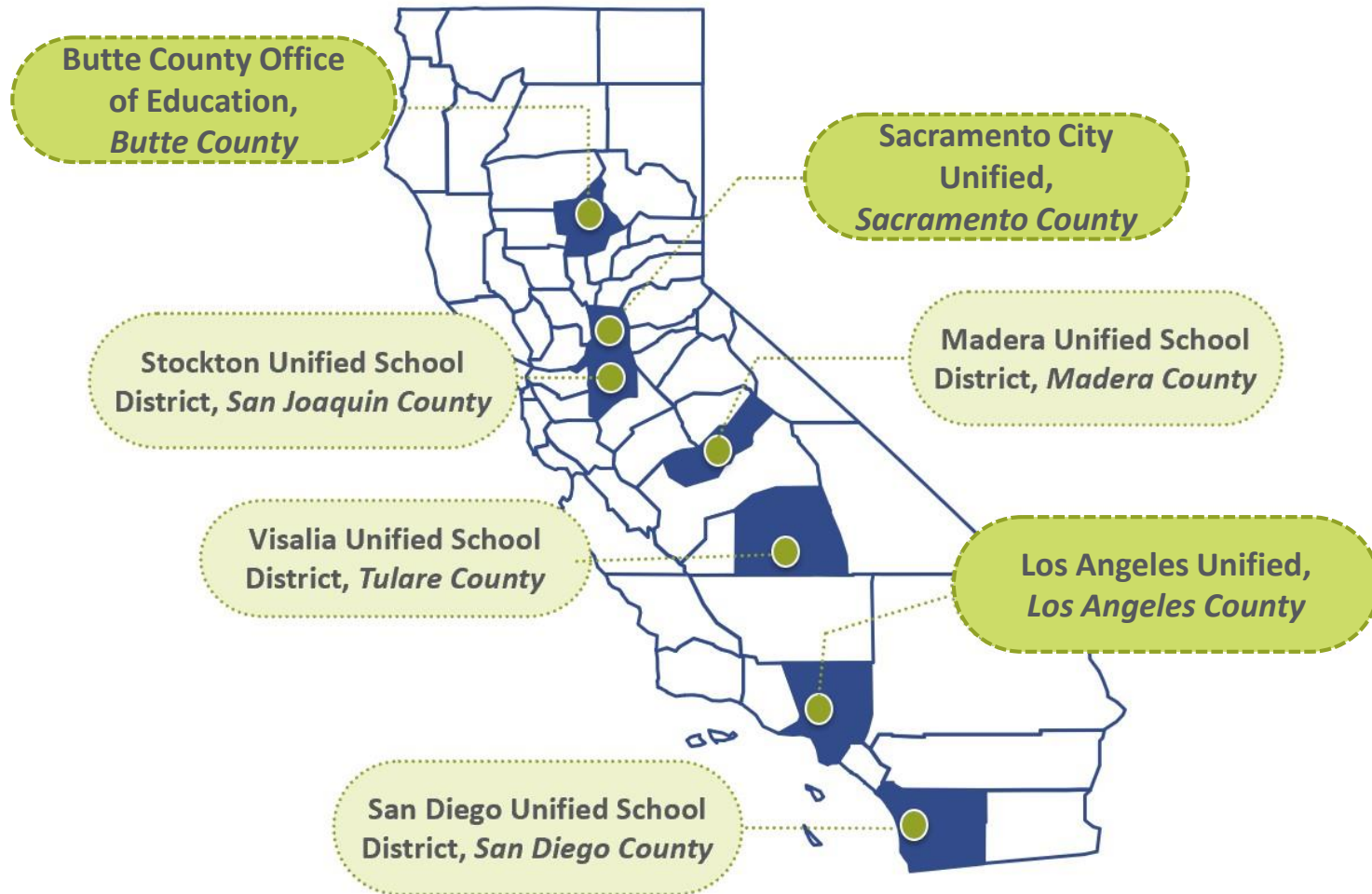
The SEL WikiWisdom Forum drew 8800 visits and generated some powerful voices and ideas “from the classroom”



A WikiWisdom Forum harnesses the power of technology, peer collaboration and networks to unearth front-line wisdom and connect it to people in power.

- Forum participation data:
 - + 7500 visits to internal pages
 - + 647 members (registered and formally joined the forum)
 - + 196 posts
 - + 338 comments
- We selected a diverse group of 13 thought leaders
 - + 10 based on their participation in the forum, about half are teachers and half other K12 roles
 - + 3 are the SEL leads in our 3 community collaborators (LA, Sacramento, Butte)
 - + The group produced a [report of findings](#) that builds on all the ideas submitted

Based on stakeholder input, we identified 7 communities with strong SEL initiatives and chose 3 to partner with us in designing the convenings



Over 90 participants representing a variety of SEL stakeholders—including students, parents, teachers — participated in our convening series in July 2020

Project partners (9)

- Beyond Differences
- California Department of Education
- Education First

SEL experts/Other leaders and stakeholders (5)

- Amy Cranston, SEL Alliance for CA
- Katie Brackenridge, Turnaround for Children
- Lora O’Connor, Shelectricity/California Endowment
- Sarah Anderberg, CCSESA
- Eduardo Caballero, Camp Edmo

CA County Offices of Education (25)

- We invited ~58 SEL directors from each of the county offices of education. Twenty-five attended the convenings.

WikiWisdom thought leaders (13)

- This group includes teachers, administrators/school leaders, and LEA leaders from all across California who participated actively in the SEL WikiWisdom forum

California-focused funders (2)

- Bill & Melinda Gates Foundation
- Members of the California Endowment’s President’s Youth Council

Community-specific participants (56)

- **Sacramento City Unified SD, Los Angeles Unified SD, Butte County:** each community/district invited ~20 participants comprised of teachers, parents/caregivers, school leaders, LEA leaders, students and community members

Convenings #1 and #2: 95+ participants

Convening #3: 90+ participants










Crosswalk to State SEL 1.0 Recommendations








In June 2019 the California SEL State Team produced recommendations for state policy and systems to affirm SEL as an essential component of a quality education for all

- While these recommendations have not been published to date, our project team acknowledges the valuable work of this committee and the **strong collaboration of diverse group of members committed to advancing CDE's commitment to SEL and a whole child approach to education.**
- The Advance SEL in California project recommendations, based on independent input from hundreds of educators and stakeholders across the state, **largely align with the State SEL Team's initial recommendations and signal strong support for the State Team 1.0 recommendations.**


Our project recommendations align strongly with the State SEL Team’s recommendations to add SEL to benchmarks, standards and practice

		Strong Alignment with Advance SEL in CA Recs	Aligned with Intent and Functionality
INTEGRATION	1.1 Revise and expand <u>SEL Embedded in Core California Education Documents</u> to include all CDE standards, frameworks, projects and initiatives.		
	1.2 Integrate CA SEL Guiding Principles and SEL best practices into CDE standards, frameworks, projects and initiatives.		
POLICY	2.1 Develop SEL Practice Guidelines for voluntary use.		
	2.2. Create Guidance for LEA’s that articulates the role of SEL in the Local Control Funding Formula (LCFF).		
	2.3 Promote the <u>CA SEL Guiding Principles</u> as a resource for LEAs in the development of local policy to support SEL implementation.		
	2.4 Review RFP’s for competitive grants through CDE for potential inclusion of SEL as a considered element.		
	2.5 Create support structures that help districts implement strong SEL programing as a critical component of mental health and wellness promotion.		

Our project recommendations align strongly with the State SEL Team’s recommendations to add SEL to benchmarks, standards and practice

		Strong Alignment with Advance SEL in CA Recs	Aligned with Intent and Functionality
COLLABORATION	3.1 Form a state SEL coalition of educator, student, and parent stakeholder groups to amplify SEL as a priority in California.		
	3.2 Continue participation in the Collaborative for Academic, Social and Emotional Learning (CASEL) Collaborating States Initiative.		
CAPACITY BUILDING/TECHNICAL ASSISTANCE	4.1 Leverage the State System of Support planning to focus on supporting systemic SEL implementation and continuous improvement.		
	4.2. Integrate SEL into all state education preparation programs, credentialing, and new teacher support.		
	4.3. Create a Statewide SEL Community of Practice (CoP) to build the capacity of leaders across the state and replicate and evaluate county and regional CoPs.		
	4.4 Sustain and expand SEL in California: A Guide to Resources through the expanded MTSS funding allocation.		
	4.5. Identify and promote a network of CA nonprofit and university partner organizations to provide SEL technical assistance to schools, districts, and other youth serving organizations.		

Our project recommendations align strongly with the State SEL Team’s recommendations to add SEL to benchmarks, standards and practice

		Strong Alignment with Advance SEL in CA Recs	Aligned with Intent and Functionality
COMMUNICATION	5.1. Convene a network of California communications and policy partners dedicated to communicating effectively about SEL		
	5.2. Continue Monthly SEL Updates		

Thank you!
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