

# Heeding the Call for Change: Centering Equity in Social & Emotional Learning (SEL)

APPENDICES

# Table of contents

<b>Appendix</b>	<b><u>pg. 3</u></b>
▪ A: SEL Advisory Group Methodology	<b><u>pg. 4</u></b>
▪ B: SEL Definitions	<b><u>pg. 6</u></b>
▪ C: Shifts in SEL	<b><u>pg. 9</u></b>
▪ D: Supplementary SEL Examples	<b><u>pg. 13</u></b>
▪ E: Acknowledgments	<b><u>pg. 18</u></b>
▪ G: Sources	<b><u>pg. 18</u></b>

# Appendix

- A: SEL ADVISORY GROUP METHODOLOGY
- B: SEL DEFINITIONS
- C: SHIFTS IN SEL
- D: SUPPLEMENTARY SEL EXAMPLES
- E: ACKNOWLEDGMENTS
- G: SOURCES

# Appendix A: SEL Advisory Group Methodology

# We intentionally conducted community-based participatory research by forming an SEL Advisory Group to inform and co-construct findings

## Design

- A research method that centered equity and highlighted the experiences of people most proximate to SEL work in schools

## Composition

- Seven members, including students, educators, family members and non-profit leaders in SEL from across the nation\*

## Structure

- Three 90-minute meetings April through June 2021 with 1-2 hours of prework prior to each call
- Participants received a stipend for their expertise and contributions

## Selection Criteria

- Drew from key fields underrepresented in the research including OST providers/non-profit staff, educators, families of school aged youth and students.
- >80% of population the individual/organization works with identifies as BIPOC; demonstrated, impactful focus on SEL; >five years working within the community; EAG member identifies as BIPOC; balance of urban, suburban and rural communities

## Role & Purpose

- Share experiences and expertise related to social and emotional learning to shape our research and ensure the report reflects lived experiences
- Provide ongoing feedback to identify potential blind spots and biases and inform final recommendations

# Appendix B: SEL Definitions

# Abolitionist, anti-racist and transformative SEL intentionally center racial equity, healing and liberation

## TERMINOLOGY

## DEFINITION/DESCRIPTION

### Abolitionist SEL<sup>1</sup>

- Abolitionist SEL is “critical, healing centered, reciprocal in nature, culturally responsive, transformative, and dialogical”
- Abolitionist SEL “models center vulnerability, healing, joy, and community, resist punitive or disciplinary approaches, and do not involve school resource officers or police”
- Abolitionist SEL “is not an isolated lesson. It is a way of being that informs all aspects of teaching, learning, and relationship building with students, families, and communities”

### Anti-racist SEL<sup>2</sup>

- An anti-racist approach to SEL is rooted in racial justice and collective healing.
- Anti-racist SEL aims to “dismantle structural, institutional, and individual practices that harm young people, that inhibit their optimal social, emotional, and academic development”
- Anti-racist SEL posits that “educators and students deserve to express themselves freely without fear, to be treated with respect and valued, to feel safe, and to go to schools that challenge bias, discrimination, and oppression”

### Trans- formative SEL<sup>3</sup>

- Transformative SEL “is a process whereby young people and adults build strong, respectful, and lasting, relationships that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being”
- Transformative SEL aims to “[redistribute] power to promote social justice through increased engagement in school and civic life”

# Culturally sustaining, culturally affirming and trauma-informed SEL center personal strengths and collective cultural capital

## TERMINOLOGY

## DEFINITION/DESCRIPTION

### Culturally sustaining SEL<sup>1</sup>

- Culturally sustaining SEL is a “a process by which youth, adults, and elders build healthy intersectional identities, foster multicultural competence, forge social and emotional skills, and cultivate critical consciousness with a focus on social action”
- Culturally sustaining SEL “begins with seeing and cultivating the social and emotional competencies, cultural capital wealth and Indigenous ways of knowing that youth and communities already use to meet their needs”

### Culturally affirming SEL<sup>2</sup>

- Culturally affirming SEL is the process through which people “recognize and process emotions, set and strive toward personal/collective goals and liberation while embracing failures as lessons, [and] feel and show empathy”
- Culturally affirming SEL aims to “establish and maintain positive relationships with ourselves, our land, and our community, make collective decisions, identify the intersections between the -isms (including colonialism, white supremacy, anti-Blackness, homophobia, cispremacry, linguicism, ableism, and all forms of oppression), and dream the world we deserve into being”

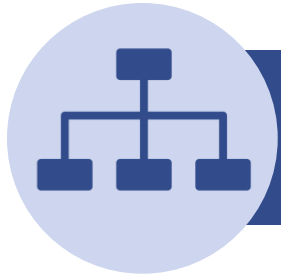
### Trauma-informed SEL<sup>3</sup>

- Trauma-informed SEL “is an approach to fostering youths’ social-emotional development with practices that support all students, but is particularly inclusive and responsive to the needs of children and youth who have experienced trauma”
- Trauma-informed SEL “calls for creating reliable learning environments where students who have experienced adversities and trauma feel supported and connected, are welcome to explore their strengths and identities, can exercise their agency, can develop meaningful, positive relationships with adults and peers and have access to the mental health supports they need”



# Appendix C: Shifts in SEL

# Centering equity in SEL requires acknowledging the system-level conditions in which adults and students alike are asked to operate



SEL that focuses on the individual student without considering system-level conditions perpetuates inequities, particularly racial inequities, ubiquitous in our education system and society<sup>1</sup>

## THE ISSUE

One of the benefits of SEL often cited in research is that it leads to fewer disciplinary incidents. Yet, without centering equity, a common result is that SEL is used as a form of control, particularly against BIPOC students, to further perpetuate white dominant culture that narrowly defines what is “acceptable” behavior<sup>2</sup>

## MODEL EXAMPLE

Bronxdale High School, designated as a model site for restorative practice by the NYC DOE, infuses social justice and SEL throughout all aspects of their school as reflected in their vision for a safe, caring collaborative community in which all community members have voice, agency and responsibility. Strategic structures and policies such as small classes and restorative approaches, reinforced by five full time positions dedicated to social and emotional supports as well as various other student co-led structures such as peer mediations and youth court, advance the school’s vision<sup>3</sup>

# Centering equity in SEL requires fostering an understanding of one's identity, role and agency as it relates to systemic root causes



SEL that focuses solely on interpersonal relationships without fostering an understanding of systemic root causes and one's identity, role and agency further perpetuates inequities<sup>1</sup>

## THE ISSUE

One of the benefits of SEL often cited in research is that it is critical to developing the interpersonal skills needed for employability. Yet, without centering equity, a common result is that SEL is used to reinforce white dominant culture by not acknowledging the systemic conditions that affect who is seen as “employable” and “professional”<sup>2</sup>

## MODEL EXAMPLE

Healing Illinois is a racial healing initiative of the Illinois Department of Human Services<sup>3</sup> and as part of this initiative, Mahomet-Seymour Community Unit School District No. 3 in Mahomet, Illinois, embarked on a process to advance SEL by addressing the root causes of inequity. For example, they held town halls for Mahomet community members to voice their concerns amid nationwide racial unrest in the summer of 2020, conducted workshops and trainings for Mahomet staff and administration where they read books like “Culture, Class and Race” and learned to discuss SEL as well as diversity, equity and inclusion with students<sup>4</sup>

# Sustainable change requires integrating SEL throughout all aspects of the education system and this is particularly critical when centering equity in SEL



SEL that is perceived as a standalone program or a separate initiative is unsustainable and places undue burden on individuals within the system<sup>1</sup>

## THE ISSUE





Some of the challenges of SEL implementation include discrepancies in stakeholder understanding of the vision and scope of SEL as well as “initiative fatigue” wherein high turnover of SEL initiatives and lack of long-term resources and supports stunt implementation efforts<sup>1</sup>

## MODEL EXAMPLE

Kansas MTSS and Alignment model is an integrated approach to education across academic, behavioral and social and emotional learning needs. It focuses on “system-level change across the school, district and state” including guidance for schools around the “process of needs assessment and decision-making that assists in not only selecting effective practices, but also creating a sustainable aligned structure,” as well as “a system of prevention, early identification and intervention”<sup>2</sup>

# Appendix D: Supplementary Examples of SEL Practices that Center Equity





# Additional examples of equity-centered SEL practices

SEL Characteristic	Level	Example
Student-Led		<p>Tulsa Public Schools’ use of a liberatory design approach has enabled <b>students to directly engage in redesigning their school</b>, enabling them to have a voice in shaping SEL programming<sup>1</sup></p>
		<p>Washoe County School District hosts a conference <b>for students to lead sessions on topics including SEL</b>, equity and school climate<sup>1</sup></p>
Community-Based		<p>Anacostia High School in Washington, D.C., led by a dedicated team*, is undergoing a redesign process using <b>human centered design thinking</b>. Monthly stakeholder engagement meetings with parents, students, teachers, feeder schools, community partners and council members inform practices at the school, including SEL practices<sup>2</sup></p>
		<p>Cleveland Metropolitan School District’s Family Partnership Institute supports parents and caregivers in <b>advocating for their children</b> while developing communities that can support one another in their advocacy work<sup>1</sup></p>



1. Schlund et al. (2020); 2. Education First SEL Advisory Group

\*Team member roles include a Director, Assistant Director, Community Redesign Experience Coach and Teacher Redesign Experience Coach

# Additional examples of equity-centered SEL practices




SEL Characteristic	Level	Example
Community-Based		Tacoma Public Schools partners with numerous community providers through the Tacoma Whole Child Initiative to <b>align SEL efforts</b> across classrooms, families and communities as well as to provide <b>expanded learning opportunities</b> <sup>1</sup>
		Greeley-Evans School District in Greeley, CO uses the D6 Family Center to <b>foster community collaboration</b> through multilingual virtual meetings, community liaisons and preexisting supports within the community to engage the community and the district <sup>2</sup>
Alignment to DEI		The Office of Equity at Sacramento City Unified School District aims to <b>coherently infuse equity and SEL throughout their schools</b> via the SPARK framework, a framework that integrates SEL, positive relationships, data analysis, restorative practices and kindness <sup>3</sup>
Alignment to DEI		Dallas ISD has a robust SEL Department and a Racial Equity Office. These two offices <b>collaborate in coherent and consistent ways</b> . For Black History month, the departments collaborated to curate a set of SEL resources for teachers that highlighted different Black leaders or movements <sup>3</sup>

# Additional examples of equity-centered SEL practices

SEL Characteristic	Level	Example
Data Analysis	 <p>District CMO</p>	<p>Dallas Independent School District (DISD) uses a <b>data analysis protocol to identify and address inequity</b>. For example, a report showed that the district disproportionately suspended Black students, especially males and students with IEPs. This enabled DISD to examine their discipline practices, draft policies and redirect resources towards alternatives to suspension. Specifically, the district is creating “Reset Centers” at 52 comprehensive secondary schools and hiring full-time coordinators who will receive training on SEL, restorative practices, Positive Behavior Interventions &amp; Supports, Multi-Tiered Systems of Support, and more<sup>1</sup></p>
	 <p>District CMO</p>	<p>Washoe County School District utilizes insights from a 17-question survey to inform understanding areas where students were feeling weakest and target staff development accordingly<sup>1</sup>. In addition, the district provides <b>guidance to every principal on how to examine data with an equity lens</b>. It includes questions like “Does the program ignore or worsen existing disparities? Who benefits from our curriculum decisions?”<sup>2</sup></p>



# Additional examples of equity-centered SEL practices

SEL Characteristic	Level	Example
Adult SEL		<p>Mesa County Valley School District in Grand Junction, CO uses the <b><u>4 S's Interview</u></b> to help educators build relationships with students<sup>1</sup></p>
		<p>Houston plans to offer <b>professional development</b> to school staff to ensure teachers and school leaders are better equipped to support students in crisis<sup>2</sup></p>
Professional Development		<p>Brockton Public Schools in Massachusetts aims to address students' SEL in a culturally responsive manner. They are providing <b>transformative professional development for educators</b> and administrators to support them in this endeavor so that they can engage in conversations about race, racism and social justice with their students<sup>3</sup></p>

# Appendix E: Acknowledgements

# Interviews & SEL Advisory Group

## Interviews

- Dennis Barr, Director of Program Evaluation, **Facing History & Ourselves**
- Juany Gaytan-Valdespino, Executive Director of SEL Department, **Dallas ISD** (Dallas, TX)
- Jessica Hiltabidel, Director of Culture, Equity, and Access, **The Inspired Teaching Demonstration School** (D.C.)
- Dr. Cierra Kaler Jones, Education Anew Fellow, **Communities for Just Schools Fund**
- Leslie Kelly, Behavioral Health Program Coordinator, **New Mexico Public Education Department** (New Mexico)
- Jaime Koppel, Co-Director, **Communities for Just Schools Fund**
- Emily Schorr Lesnick, Director of SEL, **University Prep** (Seattle, WA)
- Josh Propfe, SEL Coordinator, **Full Circle** (Leadville, CO)
- Kim Robinson, Managing Director at **Weikart Center** and Executive Vice President at **Forum for Youth Investment**
- Estefania Rodriguez, Middle School Teacher, **Oakland Unified School District** (Oakland, CA)

## SEL Advisory Group

- Stephanie Cole, Executive Director, **Full Circle** (Leadville, CO)
- Brianna Donald, Vice President & Co-Founder, **Detroit Heals Detroit** (Detroit, MI)
- Christina Lopez-Ruiz, Program Director, **Mission Graduates** (San Francisco, CA)
- Kristian Matthews, Chief Community Organizer, **Detroit Heals Detroit** (Detroit, MI)
- Byron McClure, School Psychologist & Founder, **Lessons for SEL** (D.C.)
- Destiny Santiago, Student Leader, **Pa'lante Restorative Justice Program** (Holyoke, MA)
- Michael Umesi, Mentor, **Hetrick-Martin Institute** (NYC, NY)

# Appendix G: Sources

# Works Cited

- Abolitionist Teaching Network. (2020). *Guide for racial justice & abolitionist social and emotional learning*. <https://abolitionistteachingnetwork.org/guide>
- Ancess, J., Rogers, B., Duncan Grand, D., & Darling-Hammond, L. (2019). Teaching the way students learn best: Lessons from bronxdale high school. *Learning Policy Institute*.
- America's Promise Alliance, The Aspen Institute, & The Council of Chief State School Officers. (2018). *States leading for equity*. [https://ccsso.org/sites/default/files/2018-03/States%20Leading%20for%20Equity%20Online\\_031418.pdf](https://ccsso.org/sites/default/files/2018-03/States%20Leading%20for%20Equity%20Online_031418.pdf)
- American Psychological Association. (2020). *Stress in America 2020: A national mental health crisis*. <https://www.apa.org/news/press/releases/stress/2020/sia-mental-health-crisis.pdf>
- Aspen Institute. (2018). *From a nation at risk to a nation at hope: Recommendations from the national commission on social, emotional, & academic development*. Nation at Hope. [https://nationathope.org/wp-content/uploads/2018\\_aspen\\_final-report\\_full\\_webversion.pdf](https://nationathope.org/wp-content/uploads/2018_aspen_final-report_full_webversion.pdf)
- Belfield, C., Bowden, A. B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning. *Journal of Benefit-Cost Analysis*, 6(3), 508-544.
- Berg, J., Osher, D., Same, M. R., Nolan, E., Benson, D., & Jacobs, N. (2017). Identifying, defining, and measuring social and emotional competencies. *Washington, DC: American Institutes for Research*.
- Brockton Public Schools. (2020). *Reopening plan 2020-2021*. <https://resources.finalsite.net/images/v1597428559/brockton/euvinljizi9lyuasumj8/ReopeningPlanFINAL.pdf>
- Bryant, G., Crowley, S., & Davidsen, C. (2020). *Finding your place: The current state of K-12 social emotional learning*. Tyton Partners. <https://tytonpartners.com/library/k-12-social-emotionalllearning/>
- CASEL. (2017). *Key insights from the collaborating districts initiative*. <https://www.casel.org/wp-content/uploads/2017/03/Final-CDI-Report-3-17-17.pdf>
- CASEL. (2019). *Making the shift to a systemic approach to SEL*. <https://casel.org/wp-content/uploads/2019/09/SEL-Trends-6-09112019.pdf>
- CASEL. (2020). *Reunite, renew, and thrive: Social and emotional learning (SEL) roadmap for reopening school*. <https://casel.org/wp-content/uploads/2020/07/SEL-ROADMAP.pdf>
- CASEL. (2021). *Oakland*. <https://casel.org/partner-districts/oakland-unified-school-district/>
- CASEL. (2021). *Transformative SEL as a lever for equity and social justice*. <https://casel.org/research/transformative-sel/>
- Center for State and Local Government Excellence at ICMA-RC. (2021). *Survey findings: K-12 public school employee view on finances, employment outlook, and safety concerns due to COVID-19*. <https://slge.org/assets/uploads/2021/02/2021-slge-cv19-k12-report.pdf>
- Chicago Beyond. (2019). *Why am I always being researched?: a guidebook for community organizations, researchers, and funders to help us get from insufficient understanding to more authentic truth*. <https://chicagobeyond.org/researchequity/>
- Cleveland Metropolitan School District. (2021). *Student advisory committee*. <https://www.clevelandmetroschools.org/Page/15339>
- Communities for Just Schools Fund. (2020). *Reclaim social-emotional learning: Centering organizing praxis for holistically safe schools*. <https://www.cjsfund.org/reclaimsel>
- Core Districts. (n.d.). *Social-emotional learning, well-being, & school culture*. <https://coredistricts.org/our-improvement-data/social-emotional-learning-well-being-and-school-culture/>
- Detroit Heals Detroit. (2019). *Our projects*. <https://www.detroithealsdetroit.org/our-projects/>
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child development*, 82(1), 405-432.
- Education First. (2016). *Social and emotional learning: Why students need it. What districts are doing about it*. [http://education-first.com/wp-content/uploads/2016/10/Education-First\\_Social-and-Emotional-Learning\\_October-2016.pdf](http://education-first.com/wp-content/uploads/2016/10/Education-First_Social-and-Emotional-Learning_October-2016.pdf)
- Education First. (2017). *Following your DREAMS: Culture and social emotional learning in anchorage*. <https://education-first.com/following-dreams-culture-social-emotional-learning-anchorage/>
- Education First. (2017). *Social and emotional learning: Looking back, aiming forward*. <https://education-first.com/wp-content/uploads/2017/08/Education-First-SEL-Looking-Back-Aiming-Forward-August-2017.pdf>
- Education First & NoVo Foundation. (2021). *Innovation awards*. <https://selfforteachers.org/innovation-awards/>

# Works Cited (continued)

- Education Trust. (2020). *Social, emotional, and academic development through an equity lens*. <https://edtrust.org/wp-content/uploads/2014/09/Social-Emotional-and-Academic-Development-Through-an-Equity-Lens-August-6-2020.pdf>
- Forrest, S. (2021). *Projects explore role of social-emotional learning in healing racial wounds*. Illinois college of education. <https://education.illinois.edu/about/news-events/news/article/2021/01/06/projects-explore-role-of-social-emotional-learning-in-healing-racial-wounds>
- Equity in the Center. (2018). *Awake to woke to work: Building a race equity culture*. <https://equityinthecenter.org/aww/>
- Getachew, S. (2021). *Oakland eliminated its school police force—So what happens now?*. KQED. <https://www.kqed.org/arts/13893831/oakland-eliminated-its-school-police-force-so-what-happens-now>
- Gregory, A., & Fergus, E. (2017). Social and emotional learning and equity in school discipline. *The Future of Children*, 117-136.
- Gutierrez, A. S., & Krachman, S. B. (2018). Insights from the field: facilitating dialogue and learning within a research-practice partnership on social-emotional learning. A working paper. *Transforming Education*.
- Hill, C., Molitor, M., & Ortiz, C. (2016). *Racism and inequity are products of design. They can be redesigned*. Medium. <https://medium.com/equity-design/racism-and-inequity-are-products-of-design-they-can-be-redesigned-12188363cc6a>
- Houston Independent School District. (2020). *Reopening plan 2020-2021*. [https://drive.google.com/file/d/1FhBuPBXifugaOaSc1Vk8MDvJV\\_6QLWqs/view](https://drive.google.com/file/d/1FhBuPBXifugaOaSc1Vk8MDvJV_6QLWqs/view)
- Illinois Department of Human Services. (2020). *Learn about the initiative*. <https://www.dhs.state.il.us/page.aspx?item=128229>
- Institute for Anti-Racist Education. (2021). *Come learn with us*. <https://www.antiracisted.org/learn>
- Jagers, R. J., Rivas-Drake, D., & Williams, B. (2019). Transformative social and emotional learning (SEL): Toward SEL in service of educational equity and excellence. *Educational Psychologist*, 54(3), 162-184.
- Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American journal of public health*, 105(11), 2283-2290.
- Kaler-Jones, C. (2020). *When SEL is used as another form of policing*. Medium. <https://medium.com/@justschools/when-sel-is-used-as-another-form-of-policing-fa53cf85dce4>
- Kansas Technical Assistance System Network. (2015). *Kansas MTTSS and alignment overview*. <https://www.ksdetasn.org/mtss/overview>
- Keels, M. (2020). Bringing evidence-based decision-making to school safety. Brief No. 11. *EdResearch for Recovery Project*.
- Kingmakers of Oakland. (2020). *Our story*. <https://kingmakersofoakland.org/who-we-are/story/>
- Lawrence, D. (2021). *Affirming native student attendance in Minneapolis*. University of Minnesota. <https://www.hhh.umn.edu/news/affirming-native-student-attendance-minneapolis>
- Mahfouz, J., & Anthony-Stevens, V. (2020). Why trouble SEL? The need for cultural relevance in SEL. *Occasional Paper Series*, 2020(43), 6.
- Markowitz, N., Thowdis, W., & Gallagher, M. (2018). Sowing seeds of SEL. *The Learning Professional*, 39(4), 30-34.
- Marsh, J. A., McKibben, S., Hough, H. J., Allbright, T. N., Matewos, A. M., & Siqueira, C. (2018). Enacting social-emotional learning: practices and supports employed in CORE districts and schools. *Policy Analysis for California Education, PACE*.
- Minnesota Department of Education (n.d.). *Root cause analysis protocol: Fishbone*. <https://www.doe.mass.edu/turnaround/level4/root-cause-analysis-protocol-fishbone.pdf>
- National Equity Project. (n.d.). *Social emotional learning and equity*. <https://www.nationalequityproject.org/frameworks/social-emotional-learning-and-equity>
- Native American community academy: The power of embracing culture. (2013). *Principal Leadership*, 13(9), 46-52.
- National School Reform Faculty (n.d.). *The 5 whys for inquiry*. [https://www.nsrffharmony.org/wp-content/uploads/2017/10/5\\_whys\\_0.pdf](https://www.nsrffharmony.org/wp-content/uploads/2017/10/5_whys_0.pdf)
- Okun, Tema. (2021). *White supremacy culture: What is it?*. <https://www.whitesupremacyculture.info/what-is-it.html>
- Petrokubi, J., Bates, L., & Denton, A. (2019). *K-12 Social and emotional learning across Washington: A statewide landscape scan*. Education Northwest. <https://www.k12.wa.us/sites/default/files/public/studentsupport/sel/pubdocs/Appendix%20K%20WA%20SEL%20Landscape%20Scan%20Report.pdf>
- Racial Reconciliation & Healing Project. (n.d.). *The work*. <http://www.racialrec.org/work/>
- Reinvention Lab (2020). *Learning horizons*. Medium. <https://medium.com/the-reinvention-lab-teach-for-america/learning-horizons-db6ab575c2c9>

# Works Cited (continued)

- Renaissance Learning. (2021). *How kids are performing: tracking the impact of COVID-19 on reading and mathematics achievement*. <https://www.renaissance.com/how-kids-are-performing/>
- Rivera, R. (2020). *Critical well-being: Shifting from program to paradigm*. <https://online.fliphtml5.com/wklcf/gork/#p=1>
- Schlund, J., Jagers, R., & Schlinger, M. (2020). *Emerging insights on advancing social and emotional learning (SEL) as a lever for equity and excellence*. CASEL. <https://casel.org/wp-content/uploads/2020/08/CASEL-Equity-Insights-Report.pdf>
- Schlund, J., & Weissberg, R. (2020). *Leveraging social and emotional learning to support students and families in the time of COVID-19*. Learning Policy Institute. <https://learningpolicyinstitute.org/blog/leveraging-social-emotional-learning-supportstudents-families-covid-19>
- Shafer, L. (2016). Giving students a voice. *Usable Knowledge: Relevant Research for Today's Educators*.
- Schwartz, H. L., Hamilton, L. S., Faxon-Mills, S., Gomez, C. J., Huguet, A., Jaycox, L. H., Leschitz, J. T., Tuma, A. P., Tosh, K., Whitaker, A. A., Wrabel, S. L. (2020). *Schools and out-of-school time programs implementing social and emotional learning*. Rand Corporation. [https://www.rand.org/content/dam/rand/pubs/research\\_reports/RR4300/RR4379-1/RAND\\_RRA379-1.pdf](https://www.rand.org/content/dam/rand/pubs/research_reports/RR4300/RR4379-1/RAND_RRA379-1.pdf)
- Simmons, D. (2017). Is social-emotional learning really going to work for students of color. *Education Week*.
- Simmons, D. (2019a). Why we can't afford whitewashed social-emotional learning. *ASCD Education Update*, 61(4), 2-3.
- Simmons, D. (2019b). How to be an anti-racist educator. *ASCD Education Update*, 61(10).
- Simmons, D. (2021). Why SEL alone isn't enough. *Educational Leadership*, 78(6), 30-34.
- Simmons, D. N., Brackett, M. A., & Adler, N. (2018). Applying an equity lens to social, emotional, and academic development. *University Park, PA: Edna Bennett Pierce Prevention Research Center, Pennsylvania State University*
- Stenmetz, K. (2020). *She coined the term 'intersectionality' over 30 years ago. Here's what it means to her today*. TIME USA. <https://time.com/5786710/kimberle-crenshaw-intersectionality/>
- Tacoma Public Schools. (n.d.). Tacoma whole child. <https://www.tacomaschools.org/departments/tacoma-whole-child>
- Taylor, R. D., Oberle, E., Durlak, J. A., & Weissberg, R. P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: A meta-analysis of follow-up effects. *Child development*, 88(4), 1156-1171.
- Tennessee ESSA Leadership Learning Community. (2018). *Tennessee leaders for equity playbook*. Tennessee Department of Education. <https://www.tn.gov/content/dam/tn/education/reports/Tennessee-Leaders-for-Equity-Playbook.pdf>
- Transcend. (2020). *Curated collection: Supporting social emotional well-being remotely*. [https://docs.google.com/document/d/1259qFVvM1FfbLDQF9IS7kqB-hy6SR2xO47X\\_QOp1q-U/edit](https://docs.google.com/document/d/1259qFVvM1FfbLDQF9IS7kqB-hy6SR2xO47X_QOp1q-U/edit)
- Transforming Education. (2020). *Trauma informed SEL toolkit*. <https://transformingeducation.org/resources/trauma-informed-sel-toolkit/>
- Vermont Restorative Approaches Collaborative. (n.d.). *Supporting holistic restorative approaches to learning during school building closure*. <https://vttrac.org/resources/>
- Weaver, T. (2020). *Antiracism in social-emotional learning: Why it's not enough to talk the talk*. EdSurge. <https://www.edsurge.com/news/2020-06-16-antiracism-in-social-emotional-learning-why-it-s-not-enough-to-talk-the-talk>
- Wisconsin Department of Public Instruction. (2020). *Advancing equity through social emotional learning*. [https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/dpi\\_equity\\_report\\_web.pdf](https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/dpi_equity_report_web.pdf)
- Woolf, N. (n.d.). *A comprehensive guide to adult SEL*. Panorama Education. <https://www.panoramaed.com/blog/comprehensive-guide-adult-sel>
- Yeager, D. S. (2017). Social and emotional learning programs for adolescents. *The future of children*, 73-94.
- Yoder, N., Dusenbury, L., Martinez-Black, T., & Weissberg, R. P. (2020). *Emerging insights: From insights to action redefining state efforts to support social and emotional learning*. CASEL. <https://casel.org/wp-content/uploads/2020/04/CASEL-CSI-Emerging-Insights-Brief-2020.pdf>
- YouthTruth. (2021). *Students weigh in, part II: Learning & well-being during COVID-19*. <http://youthtruthsurvey.org/wp-content/uploads/2021/02/YouthTruth-Students-Weigh-In-Part-II-Learning-and-Well-Being-During-COVID-19.pdf>



**Thank you!**  
**[www.education-first.com](http://www.education-first.com)**