



CASEL CSI CONNECTIONS

October 2020

Dear CSI Community and Partners,

These are challenging times and you and your teams are marshalling a tremendous amount of energy as the school year is now underway. We are proud of your tireless dedication to youth and those who care for them within your state, and we are grateful for the example you are setting for the nation.

At a Glance

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We hope you had a sense of renewal during the SEL Virtual Exchange! It's not too late to take the [SEL Pledge](#) and consider sharing it with districts or others. This is a great way to support a sense of community. We also look forward to our first CSI community "Chat and Chew" on November 5. These events give us the opportunity to continue to support one another in the important work of SEL with an equity lens.

This month's edition of CSI Connections is full of new resources and content, not the least of which highlights CASEL's recent updating to our shared definition of [SEL and SEL competencies](#), owing to what we learn from you and the field. We are committed to a continuous process of learning, examining, and collaboratively refining the understanding of SEL. We are excited to share updates across definitions and our framework to highlight an expanded vision and growing research base for SEL.

Finally, in the words of CASEL President and CEO Karen Niemi, "Learning is magical, and through SEL we can engage and create conditions that allow all kids to access that magic." Thank you for your magic.

In partnership and collaboration,

Linda Dusenbury, Dana Godek, and the CSI team

Important Updates

- Be sure to check the October issue of the CASEL newsletter for key insights from the 2020 SEL Exchange Virtual Summit. [Subscribe to the newsletter](#).
- Save-the-Date: November 5 is our first CSI Chat & Chew! Contact your CSI Coach for more information.

Don't Forget These CASEL Resources

- [The District Resource Center](#)
- [The School Guide](#)
- [The Program Guides](#)
- [State Guidance Documents](#)
- [Making the Case for SEL](#)
- [SEL Assessment Guide](#)

Federal Policy Updates

- [H.R. 8337](#) - FY 2021 Appropriations: Continuing Resolution – Continuing Appropriations Act, 2021 and Other Extensions Act (10/1/20 Signed by President; 9/30/20 Passed by Senate; 9/22/20 Passed by House)
- [Updated Health and Economic Recovery Omnibus Emergency Solutions](#) (HEROES) Act. Passed the House, but the bill is not expected to pass the Senate.
- [S. 4615 Social Emotional Learning for Families Act](#) – Introduced in Senate on September 17 as a companion bill to Reps. Ryan and Mucarsel-Powell bill. If it passed, it would establish a competitive grant program to funds expanding SEL programs.
- Reps. McEachin (D-VA) and Bonamici (D-OR) introduced [Protecting Our Students in Schools Act of 2020](#), which focuses on school discipline and school climate by eliminating the use of corporal punishment in schools.

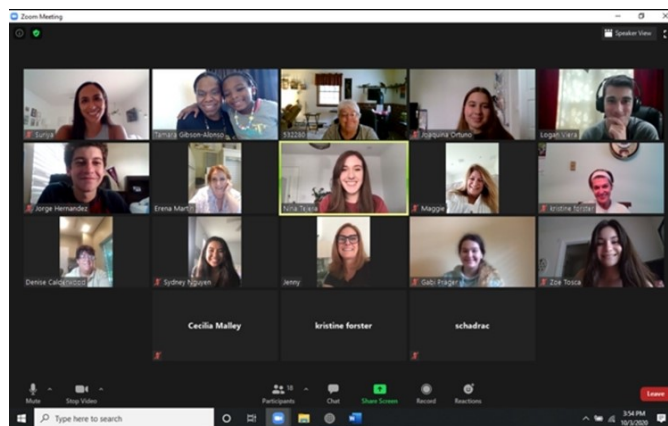
State Progress Updates



Support, Engage, Impact: Florida Students Promote Mental Health and Wellness Through Fostering Intergenerational (Igen) Connections

Tamara Gibson Alonso

Historical events of 2020 underscore the high priority of promoting protective factors that support equity, health, and wellness. Troubling data about the [escalating risks](#) of the negative mental health impacts of the pandemic won't stop a dynamic group of Florida student leaders committed to bringing uplifting news of support and hope within every school district and community. Guided by the Whole School, Whole Community, Whole Child (WSCC) model, student leaders are connecting frequently to strategically highlight and unite the work of their organizations around healthy schools and leadership development.



Florida, cont.

A partnership of 13 student-led, adult-supported health and leadership organizations across the state united this spring to foster support, engagement, and positive collective impact. Organizations involved include Boys & Girls Club Florida Alliance, Florida Association of Student Councils, Florida Key Club, Gang Alternatives Program, Health Improvement Project, Healthy Teens Coalition, Mindful Me, One Love, Sandy Hook Promise, Students Working Against Tobacco, Tampa Teens, and the Children's Trust of Miami. Students leaders are now meeting on an ongoing basis.

A recent study published in a special issue of the journal [Generations](#) further highlights the importance and connections between health, aging, and longevity. This research suggests three main strategies to do so: build connectors, design social infrastructure, and foster social capital and engagement. Reimagining support across generations, Florida student leaders have chosen to embrace these positive strategies for fostering intergenerational connect, positive engagement, and social impact. A legacy that will never be forgotten and is certain to bring a little more lasting sunshine to the Sunshine State.

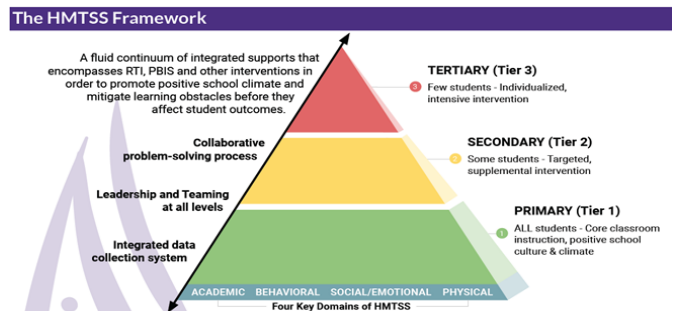


HMTSS in Hawaii

Fern Yoshida

Aloha! The Hawaii Department of Education (HIDOE) is committed to fostering social and emotional learning (SEL) as a vehicle to promote student success in the classroom and a thriving school environment. By prioritizing SEL, we cultivate the healing, empathy, resilience, and collective resolve needed to navigate these unprecedented times and beyond. SEL is highlighted through several statewide initiatives:

- Hawaii Multi-tiered System of Support (HMTSS) – The foundation of HIDOE's learning design is a system built on equity and excellence. HMTSS assists in ensuring a school's learning design is equitable and fosters excellent outcomes for Hawai'i's students. HMTSS includes four domains: academics, behavior, SEL, and physical wellbeing.



Hawaii, cont.

- Nā Hopena A’o – HĀ include six outcomes to be strengthened in every student over the course of their K-12 learning journey. The outcomes include a sense of Belonging, Responsibility, Excellence, Aloha, Total Wellbeing, and Hawai’i. When taken together, these outcomes become the core BREATH that can be drawn on for strength and stability throughout school and beyond.
- SEL Empowerment Model – In order to ensure school design and student learning practices are authentic and relevant to each school community, schools are empowered to design their SEL pathways and practices to best meet the needs of their school and community context. Determining the best SEL framework and implementation practices depend on their unique goals, aspirations, and the voice of their students.



KANSAS CAN Strengthen focus of IPS/SEL/Workforce Connections

Stacy L. Smith

Kansas is leveraging leadership funding to support training on how to identify special populations and address their unique needs. The plans for the Access and Equity Initiative focus on providing training for strategies to reduce barriers for special populations and is equipping educators with tools to provide appropriate accommodations and modifications. The Access and Equity Initiative is set to culminate in a Showcase event that will empower model school districts to share their success stories.

Kansas Department of Education and Kansas Board of Regents recognize that counseling is critical to provide all students with appropriate, relevant, and attainable career options. As part of the Advance CTE’s national initiative, Kansas hosted a statewide counseling workshop “Empowering Students to Pursue Their Goals” and will continue to employ counseling initiatives to reach a broader scope of counselors at school districts and community and technical colleges.

Finally, the Individual Plan of Study (IPS) is an integral part of the career counseling students experience in Kansas; therefore, technical assistance for use of this practice is ongoing for

Kansas, cont.

counselors, administrators, and staff. KSDE has prioritized support this year to create an Individual Plan of Study Professional Learning Network supported by regional trainers, who meet with local cohorts for two hours each month via Zoom. In addition to advancing the ongoing progress of the IPS, the sessions have provided a just-in-time support for the ongoing concerns of Covid-19. KSDE strives to remain close to the field and supportive of Kansas communities as we face this challenging time.



Nevada: SEL & Workforce Equity Approaches

Dr. Tara Madden-Dent

Nevada is in the process of offering all adults, within and outside of education, [culturally responsive](#) SEL PD to support foundational, equity-focused SEL skills across professional spectrums through its new [Digital Learning Collaborative](#). This in addition to starting a new SEL [Endorsement](#) in partnership with its higher educational institutions to reinforce a prepared educational workforce. For youth, all high school juniors and seniors will have the opportunity to earn higher educational credits by completing an online course on SEL for Workforce Skills starting in 2021.



Future of SEL and Workforce Is Bright in PA

Pam Emery

The Pennsylvania Department of Education launched the Future Ready PA Index in 2018, a collection of school progress measures related to school and student success with a focus on equity. Framed around PA's Career Education and Work Standards, a key aspect of Future Ready requires students to participate in meaningful career preparation and awareness activities from grades pre-K through 12. The department's Career Ready PA was recognized as a best practice for training in the [Keystone Economic Development and Workforce Command Center Report](#), a training initiative to prepare all Pennsylvania students for community, college, and career. Additionally, the [PA Career Ready Skills continuum and toolkit](#) provide resources to engage students in the development of employability skills. These pre-K through grade 12 social and emotional learning skills are directly aligned to employability skills and provide a pathway for student success in the workplace.



Wisconsin Center for Resilient Schools: Moving SEL and School-Based Mental Health From Training to Systemic Implementation

Beth Herman

The Wisconsin Department of Public Instruction, in collaboration with Wisconsin Safe and Supportive School Center, is launching the Wisconsin Center for Resilient Schools. The Center will provide statewide access to free coaching services to support full-scale and systemic implementation of school-based mental health systems and trauma-sensitive SEL. School and district teams will be able to request coaching support through an online request form. In addition, they will have access to content-specific consultation and technical assistance to support implementation and to build local capacity to sustain their desired outcomes. Schools and districts, including private schools, will be able to request services beginning in January 2021. For more information and to follow our progress as we build this center, check out this [link](#).

States in the News

[Second Wave Media](#): Michigan schools once lagged in behavioral health care. This great article provides “a look at how Michigan has bounced back from having some of the lowest-ranked school behavioral health services in the nation” with the help of SEL. ”

[Connecticut Schools Support Adult SEL](#): 21,000 educators statewide in Connecticut are supporting youth in navigating the pandemic with the help of a new course on social and emotional learning from the Yale Center for Emotional Intelligence.

[USDOE Awards Student Centered Grants](#): Congratulations to Alabama, Arkansas, California, Hawaii, Michigan, New York, Nevada, and Virginia! More than \$126 million in new grant funding will be awarded to eight states to provide students the opportunity to develop new skills in high demand areas. **Nevada is part of the SEL & Workforce Community of Practice and is breaking through barriers through its Digital Learning Collaborative.**

RESOURCES

SEL Growth and Learning

[CASEL: A \(Re\)introduction to Social and Emotional Learning](#): CASEL’s updated definition and framework webinar recording is now available. CASEL’s Vice Presidents of Research and Practice share evolving insights around CASEL’s well-recognized “wheel” and definition of SEL.

[Education Dive: It's Time to Rethink How Schools Use Data to Implement Social and Emotional Learning](#): Alexandra Skoog-Hoffman, CASEL’s Director of Research-Practice Partnerships, offers insights on research-practice partnerships and how this form of data

[Resources, cont.](#)

sharing is informing best practices. CASEL's work with partner states and districts across the country demonstrates that data can and should be a powerful part of the foundational planning, implementation, and continuous improvement of SEL.

[LPI's Restarting and Reinventing School: Learning in the Time of COVID and Beyond- Exec](#)

[Summary \(August 2020\)](#): An overarching framework of actions that policymakers and educators can take to support equitable, effective teaching and learning whether in person or online.

[Committee for Children policy brief, "SEL and Racial Equity"](#): A non-exhaustive investigation of SEL policy and how it can contribute to evidence-based SEL, in-school racial equity strategies.

[Committee for Children brief, "Politics May Not Impede SEL Development"](#): This brief explore how politics may or may not affect state implementation of SEL.

[RAND SEL Report, "Supports for Social and Emotional Learning in American Schools and](#)

[Classrooms"](#): This report present results from a spring 2019 survey of a nationally representative sample of kindergarten through grade 12 (K–12) public school teachers about their approaches to supporting students' SEL and the factors that might influence those approaches. The report found that teachers were not generally aware even when their state had released SEL competencies or standards (see report starting page 15). It will be interesting for CSI teams to identify and leverage multiple strategies to increase awareness.

[School Suspension Data Shows Glaring Disparities in Discipline by Race](#): New research details major disparities in how suspensions are given to Black and Hispanic students and paints a portrait of an alarming problem with school discipline in the U.S. As CSI teams think seriously about policies to promote SEL and equity, these data offer many areas for reflection and improvement.

New [Civic](#) report ["Building a Grad Nation"](#): in partnership with the [Alliance for Excellent Education](#) and [America's Promise Alliance](#), the Building a Grad Nation report examines both progress and challenges toward reaching the GradNation campaign goal of a national on-time graduation rate of 90 percent. The report underscores approaches grounded in the evidence that SEL impacts a wide range of important student outcomes.

EXCITING OPPORTUNITY

Please consider sharing with districts and schools: U.S. educators and school-based professionals are invited to participate in a forthcoming Yale University study, with a specific encouragement for Black and Latinx educators to engage in this work, in addition to their colleagues. The goal is to better understand educator emotional resilience and health in response to the ongoing national crises. This is an opportunity to be a part of the change that you want to see in the world, and help researchers learn how to bolster psychological well-being in U.S. educators. Participation involves completing four surveys for a total of \$70 in Amazon gift cards. See [link](#) for details.

SAVE THE DATE

November 5

CSI Chat & Chew. Contact Pat Conner for more details, pconner@casel.org.

November 12, 1:30–2:30pm ET

LPI Webinar, Closing California’s Opportunity Gap: Ensuring All Students Have Access to Fully-Prepared Teachers. [Register](#)

Calling all SEL/Workforce Policy Makers: The State Leaders of Career Readiness Network hosted by Scott Solberg of Boston University is offering a virtual convening event series: *Everyone ILPs! Designing and Implementing Equitable and Inclusive Career Readiness Practices, Policy and Outcome Indicators*.

Audience: This three-meeting State Leaders of Career Readiness Convening are for those responsible for the design and implementation of career development policies and practices, as well as national organizations that are supporting states in their SEL integration efforts.

November 20, 1:00-2:00pm ET

CASEL webinar in Spanish: El Aprendizaje Social y Emocional: Una Presentación en Español: A Spanish-language version of our previous webinar, “A (Re)introduction to Social and Emotional Learning: CASEL’s Definition and Framework.” Be sure to invite Spanish-speaking colleagues and share with your network! [Register](#)

SEL and Workforce State Leaders Opportunities

December 3, 1:00-3:00pm ET

Developing Model Policy Language: This first session will explore federal and state career development policies and implementation practices. Working in small groups, participants will make suggestions to policy language that will later be considered for dissemination. [Register](#)

December 8, 1:00-3:00pm ET:

Gathering Promising Implementation Practices: This second session will explore state implementation resources and practices. Working in small groups, participants will further explore model practices. [Register](#)

December 10, 1-3 EST

Identifying National Career Readiness Indicators: The third session will focus on identifying measurable indicators that should be considered in designing a national report measuring career readiness. [Register](#)