NATIONAL COMMISSION ON SOCIAL, EMOTIONAL, AND ACADEMIC DEVELOPMENT

A Policy Agenda in Support of How Learning Happens

John Bridgeland, Gene Wilhoit, Steve Canavero, James Comer,
Linda Darling-Hammond, Camille A. Farrington, Pedro A. Noguera,
James Shelton, Timothy Shriver, and Ross Wiener

THE ASPEN INSTITUTE

NATIONAL COMMISSION
ON SOCIAL, EMOTIONAL, &
ACADEMIC DEVELOPMENT

ABOUT THE COMMISSION AND THIS BRIEF

The Aspen Institute National Commission on Social, Emotional, and Academic Development was created to engage and energize communities in re-envisioning learning to encompass its social, emotional, and cognitive dimensions so that all children can succeed in school, career, and life. The Commission's members are leaders from education, research, policy, business, and the military. The full Commission team includes a Council of Distinguished Educators (CDE), a Council of Distinguished Scientists (CDS), a Youth Commission, a Parent Advisory Panel, a Partners Collaborative, and a Funders Collaborative.

At the core of this Policy Agenda is a vision for how state players and their local partners can operate in a more collaborative, coherent fashion to support the whole learner. The recommendations within this brief are informed by best practice as articulated by the CDE's *Practice Base for How We Learn*, and grounded in the evidence summarized by the CDS's *Evidence Base for How We Learn*. They also have been refined and revised with the suggestions of a wide variety of reviewers.

In addition to this document, the Commission has released three related reports: *A Research Agenda for the Next Generation* developed by members of the CDS; *A Practice Agenda in Support of How Learning Happens* developed by members of the CDE; and the Commission's culminating report, *From a Nation at Risk to a Nation at Hope*, which reflects key points from all three agendas. All of these documents, and related resources, can be found on our website at **www.NationAtHope.org**.

ABOUT THE AUTHORS

JOHN BRIDGELAND, CEO of Civic; Former Director of the White House Domestic Policy Council
Commissioner and Co-chair of the Commission's policy subcommittee

GENE WILHOIT, Executive Director of National Center for Innovation in Education; Former Executive Director of the Council of Chief State School Officers
Commissioner and Co-chair of the Commission's policy subcommittee

STEVE CANAVERO, Superintendent of Public Instruction for the State of Nevada

JAMES COMER, Maurice Falk Professor of Child Psychiatry at the Yale Child Study Center
Commissioner and Honorary Co-chair of the Commission

LINDA DARLING-HAMMOND, President and CEO of the Learning Policy Institute; Charles E. Ducommun Professor of Education, Emeritus, at Stanford University
Co-chair of the Commission

CAMILLE A. FARRINGTON, Managing Director and Senior Research Associate at the University of Chicago Consortium on School Research
Commissioner and member of the Council of Distinguished Scientists

PEDRO A. NOGUERA, Distinguished Professor of Education and Faculty Director at the Center for the Transformation of Schools in the UCLA Graduate School of Education & Information Studies
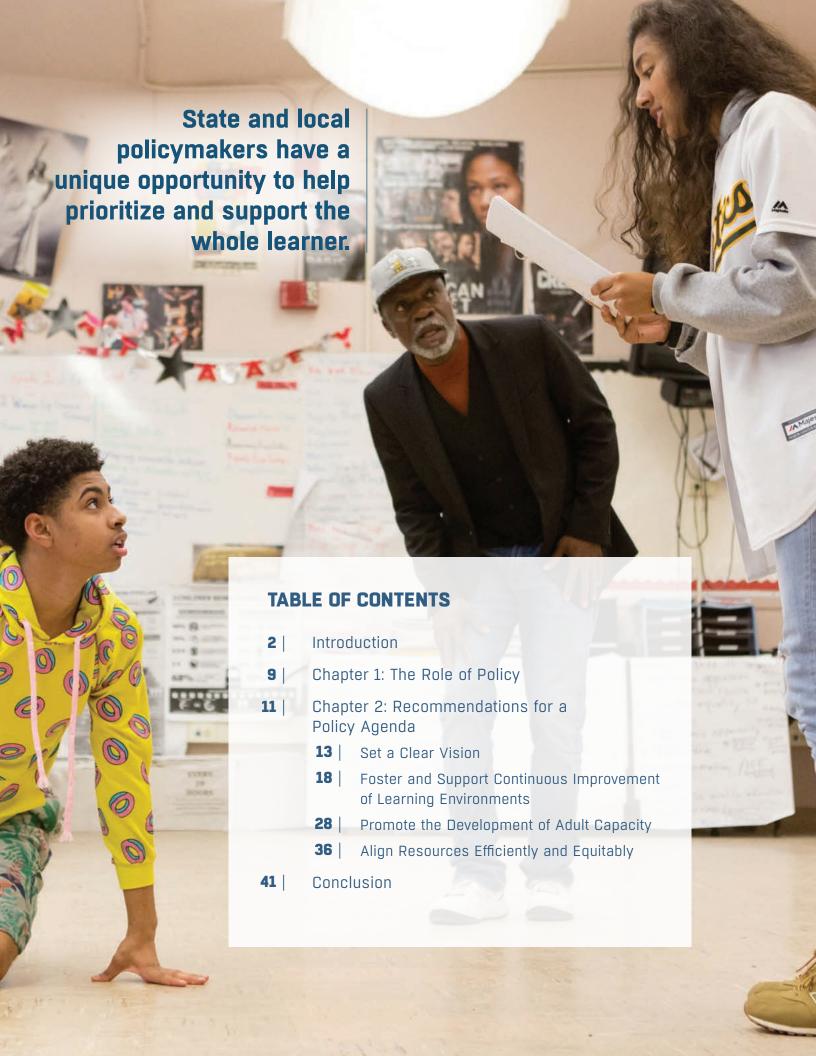*Commissioner*

JAMES SHELTON, Senior Advisor for the Chan Zuckerberg Initiative and Partner at Amandla Enterprises
Commissioner

TIMOTHY SHRIVER, Co-Founder and Chair of the Collaborative for Academic, Social, and Emotional Learning (CASEL); Chairman of Special Olympics
Co-chair of the Commission

ROSS WIENER, Vice President at the Aspen Institute; Executive Director of the Education & Society Program
Commissioner

The authors would like to acknowledge **ROBERT PIANTA**, Dean of the Curry School of Education at the University of Virginia, and **LYNN OLSON**, Editorial Director of the Commission, for their contributions and critical feedback. We would also like to acknowledge the contributions of JACQUELINE JODL, Ph.D., Executive Director of the Commission; JENNIFER BROWN LERNER, Assistant Director for Policy and Partnerships of the Commission; and MELISSA MELLOR, Assistant Director of Communications for the Commission.

State and local policymakers have a unique opportunity to help prioritize and support the whole learner.

TABLE OF CONTENTS

INTRODUCTION

In states and communities across the country, policymakers are working with educators, families and students, employers, and community leaders to improve educational outcomes for young people. Their motivations are urgent and diverse: achieving equity, meeting increasing and shifting workplace demands, improving the quality of public discourse, and boosting civic engagement. America's creed of equal opportunity depends on providing each and every child a quality education and comprehensive supports to succeed both now and in the future.

Policy leaders are increasingly aware that delivering on this promise requires a more balanced approach to learning.[1] One that recognizes learning is fundamentally social, emotional, and cognitive. One that acknowledges children are learning all the time, both during and out of school, and in families, neighborhoods, and communities. One that encompasses the broad set of skills, knowledge, and competencies that every student needs to be a lifelong learner, productive worker, and engaged citizen.

Policymakers now have three powerful allies to advance this work—science[2] tells us more than ever about how children learn and develop; mounting evidence[3] demonstrates that the integration of social, emotional, and academic development boosts outcomes for children and youth; and demand for such integration is strong from educators,[4] administrators,[5] employers,[6] families,[7] and students[8] themselves. Although there is still so much to be learned, state and local policymakers have a unique opportunity to help prioritize and support the whole learner, particularly in this time of resurgent state and local authority over education. Such policy needs to be mindful of how it can help strengthen actual practice in schools to enhance the student experience and lead to better outcomes for young people.

A range of researched and evidence-based programs and approaches that intentionally develop the whole child are achieving results: increasing students' grades, test scores, their ability to get along well with others, to persist at hard tasks, and to believe in themselves as effective learners and individuals.[9] Young people with stronger social, emotional, and cognitive competencies are more likely to enter and graduate from college, succeed in their careers, have positive work and fam-

ily relationships, have better mental and physical health, have reduced criminal behavior, and become engaged citizens.[10] Similarly, employers recognize that it doesn't matter how much workers know if they can't work well in teams, communicate clearly, and persevere when confronted with complex problems.[11] When children and youth possess a full array of these skills, they are best equipped to prosper in the classroom, perform in the workplace, and succeed in life as contributing, healthy, and productive members of society.

These efforts are not new. There is a rich history of programs and school design strategies with an evidence base built on addressing the holistic development of students and removing barriers to learning and engagement (e.g., Comer School Development Program, Community School model, and extended or expanded school day). Unfortunately, these efforts have not yet been widely adopted or supported through policy. Thus, there is a critical need for policy to create the enabling conditions for local communities to build capacity in ways that best serve their students and sustain and increase implementation of these practices.

PLEASE NOTE

As we use the term **educator** throughout our recommendations, we include the following individuals unless otherwise specified: classroom teachers; school administrators and district-level staff; school librarians; paraprofessionals; specialized instructional support personnel (including but not limited to counselors, social workers, psychologists, and other related services personnel); non-instructional school staff members (including but not limited to coaches, custodial staff, cafeteria staff, and school office staff); as well as youth development professionals working in and out of schools.

Additionally, as we use the term **student**, we include children in grade levels preK-12, spanning all physical, emotional, social, psychological, and cognitive abilities; all socioeconomic, regional, and familial backgrounds; all races, ethnicities, languages, tribal status, and nationalities; all genders, identities, and orientations; and all religious and spiritual affiliations.

EVIDENCE BASE FOR HOW WE LEARN: SOCIAL, EMOTIONAL, AND ACADEMIC DEVELOPMENT

More than two decades of research across a wide range of disciplines—psychology, social science, brain science—demonstrates that there are a variety of skills, attitudes, and values that are embedded in and support learning.[12] As shown in the figure on page 5, these generally fall into three broad categories: (1) *skills and competencies*; (2) *attitudes, beliefs, and mindsets*; and (3) *character and values*.

- **Cognitive skills and competencies** underlie the ability to focus and pay attention; set goals; plan and organize; and persevere and problem solve.

- **Social and interpersonal skills and competencies** enable children and youth to read social cues and navigate social situations; negotiate and resolve conflicts with others; advocate for oneself; and cooperate and work effectively on a team.

- **Emotional skills and competencies** help children and youth recognize and manage their emotions; understand the emotions and perspectives of others; and demonstrate empathy.

Importantly, these skills and competencies develop and are used in dynamic interaction with attitudes and character traits—shown in the second ring in the figure.[13] **Attitudes, Beliefs, and Mindsets** includes children's and youth's attitudes and beliefs about themselves, others, and their own circumstances. Examples include self-concept, self-efficacy, motivation, and purpose. These types of attitudes and beliefs are a powerful influence on how children and youth interpret and respond to events and interactions throughout their day.

Character and Values represents ways of thinking and habits that support children and youth to work independently or together as friends, family, and community and encompass understanding, caring about, and acting on core character traits such as integrity, honesty, compassion, diligence, civic and ethical engagement, and responsibility.

There is an expansive body of research from many disciplines demonstrating that these multiple dimensions of learning are inextricably linked. They develop interdependently and are often processed in the same parts of the brain.[14] We also know that these skills and competencies grow over time and can be explicitly taught and modeled.[15] When learning environments recognize these skills as mutually reinforcing and central to learning, children make greater academic progress.[16] And when children and youth possess a full array of these skills, attitudes, and character traits, they are better equipped to prosper in the classroom and to engage in **Rigorous Academic Content and Learning Experiences**.[17] Regardless of terminology, the most important point is that these dimensions of learning entwine to promote academic accomplishment in any subject.

Evidence Base for How Learning Happens

Learning and development happen over time across these areas in safe, relationship-based, and equitable learning settings.

Including…self-concept, self-knowledge, and identity; self-efficacy; motivation, and purpose

ATTITUDES, BELIEFS, AND MINDSETS

COGNITIVE SKILLS AND COMPETENCIES

EMOTIONAL SKILLS AND COMPETENCIES

CHARACTER AND VALUES …compassion, diligence, civic and ethical engagement, and responsibility

Including…integrity, honesty,

Learning and development are deeply influenced by the larger familial, community, and societal contexts in which children grow.

SOCIAL & INTERPERSONAL SKILLS AND COMPETENCIES

Rigorous Academic Content and Learning Experiences

COGNITIVE

Including the ability to:
- Focus and pay attention
- Set goals
- Plan and organize
- Persevere
- Problem solve

SOCIAL & INTERPERSONAL

Including the ability to:
- Navigate social situations
- Resolve conflicts
- Demonstrate respect toward others
- Cooperate and work on a team
- Self-advocate and demonstrate agency

EMOTIONAL

Including the ability to:
- Recognize and manage one's emotions
- Understand the emotions and perspectives of others
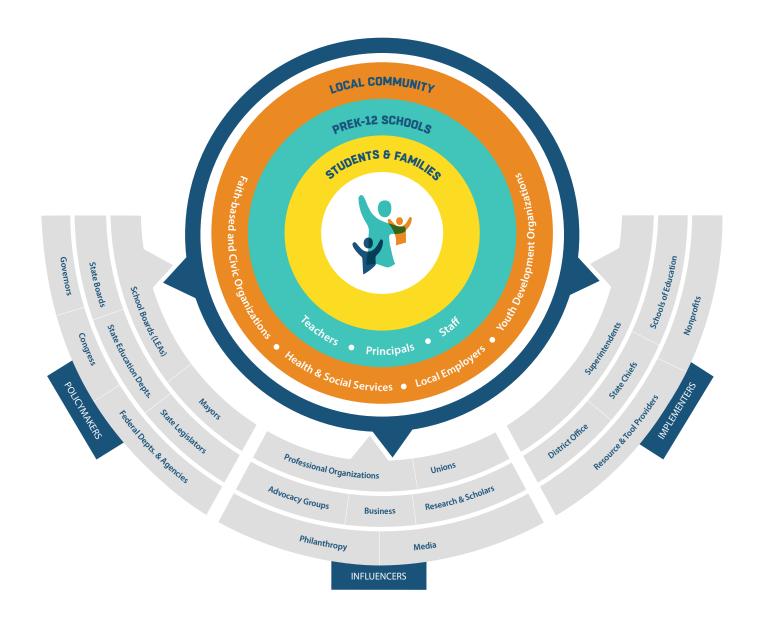- Demonstrate empathy
- Cope with frustration and stress

We recognize that there is more for us to learn. There are tremendous opportunities to push the field further to improve practice and policy to advance outcomes for young people and society. The National Commission's Council of Distinguished Scientists has identified key research questions that have yet to be answered. For example: What are common features across learning settings that successfully support the development of young people from a variety of cultures and backgrounds? What are reliable indicators of developmentally supportive learning settings?

These questions, however, should not prevent us from taking action. Existing research and exemplary practice have given us sufficient insight about what works to move forward. In moving forward, we should be diligent about learning from new research and application of that research to help us refine and improve our efforts. This commitment to continuous improvement requires field building, which allows us to connect different disciplines and frameworks, and recognizes that schools, districts, communities, and states are at different stages of development around this work.

PreK–12 Education Ecosystem

LOCAL COMMUNITY

PREK-12 SCHOOLS

STUDENTS & FAMILIES

Faith-based and Civic Organizations

Teachers • Principals • Staff • Youth Development Organizations

Health & Social Services • Local Employers

POLICYMAKERS

Governors
State Boards
School Boards (LEAs)
Congress
State Education Depts.
State Legislators
Federal Depts. & Agencies
Mayors

INFLUENCERS

Professional Organizations
Unions
Advocacy Groups
Business
Research & Scholars
Philanthropy
Media

IMPLEMENTERS

Superintendents
Schools of Education
State Chiefs
Nonprofits
District Office
Resource & Tool Providers

As illustrated by the education ecosystem graphic above, field building also calls on educators, families, youth, leaders in youth-serving organizations, policymakers, and elected officials across the preK–12 education ecosystem to work together to envision and embrace an equitable and integrated approach to educating the whole student.

Adopting this approach does not mean the work looks the same everywhere. As these efforts develop and grow, they must do so in ways that seek to unlock the great potential within each young person and each community—spanning our nation's great diversity of race and ethnicity, social class, learning ability, religious affiliation, political perspective, and geography.

CHAPTER 1: **THE ROLE OF POLICY**

Policy can play an essential role in moving efforts to support the whole learner from the periphery to the mainstream of American education, and from the realm of ideas to implementation. This effort is not meant to usurp the important role of families in developing their children's social, emotional, and cognitive skills and competencies. Rather, the role of policy is to guide and support how the preK–12 education ecosystem connects and operates.

Each state constitution creates a state responsibility for public education affirmed by the courts.[18] With this responsibility comes the obligation to think strategically about the state's role and which decisions are the province of local leaders. State leaders have a responsibility to fulfill their constitutional mandates, such as ensuring that a fair, complete, and equal education is provided to students across their states. Many decisions about how to do that, however, happen at the local level (in districts, schools, and their communities), in part to ensure shared ownership and "fit" with local context. Localities have jurisdiction to ensure that their approach to education reflects the wants and needs of the students, families, and communities they serve.

In sum, the Commission believes that the role of policy should be to create enabling conditions for communities to implement locally crafted practices that drive more equitable outcomes by supporting each and every student's social, emotional, and academic development.

As the Commission's Councils of Distinguished Scientists and Educators noted,[19] supporting the whole learner is relational work that does not respond well to compliance-driven reform efforts. The plan for change needs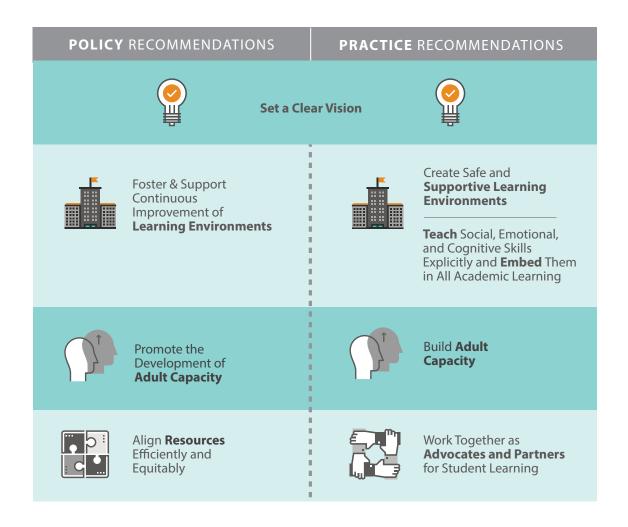 to reflect and model the very skills and attitudes that we want embodied in schools, classrooms, and community-based organizations.

- Policymakers can serve as leaders in the effort to support the whole learner by advocating for an integrated approach to learning and development, reframing expectations for preK–12 education, and facilitating research and networking to move the work forward. They can also play a supportive role by providing resources and creating the conditions that enable districts and their communities to align around a common vision grounded in how learning happens.

- Educators need to know about the policy supports that can empower them to take on this work. They need to be inspired by the vision, appreciate the coherence of the approach, and feel supported in making changes to instruction, classroom organization, partnerships, and school climate.

- Students and their families need to be recognized as stakeholders in the mission and should be empowered to share their voice and cement their role as champions of the movement. Change efforts need to intentionally build trust and agency among those involved and be responsive to the needs of each locality.

In pursuing this work, state and local leaders should utilize the expertise that resides within state education agencies and district offices and tap other key state, district, and community partners to help with implementation, staff capacity, reporting, and data collection. Policy leaders also should consider opportunities to help share existing knowledge and resources across these entities. Additionally, policy leaders should consider ways to engage and mobilize youth and their families in support of this work.

Policy and Practice Recommendation Framework

A holistic approach to education requires both bottom-up and top-down approaches that act in a supportive and coherent way and rely on data, evidence, and continuous improvement to drive change, rather than on one-size-fits-all solutions. Thus, the Commission's policy framework aligns strategically with the Commission's practice agenda to ensure policy can facilitate leadership and innovation from local communities and is grounded in what science and evidence tell us about how to improve outcomes for all young people.

POLICY RECOMMENDATIONS	PRACTICE RECOMMENDATIONS
Set a Clear Vision	**Set a Clear Vision**
Foster & Support Continuous Improvement of **Learning Environments**	Create Safe and **Supportive Learning Environments** — **Teach** Social, Emotional, and Cognitive Skills Explicitly and **Embed** Them in All Academic Learning
Promote the Development of **Adult Capacity**	Build **Adult Capacity**
Align **Resources** Efficiently and Equitably	Work Together as **Advocates and Partners** for Student Learning

CHAPTER 2: **RECOMMENDATIONS FOR A POLICY AGENDA**

At the core of the recommendations that follow is a vision for how state players and their local partners can operate in a more collaborative, coherent fashion to support the whole learner. This vision requires moving from policies focused on compliance to enabling policies that support best practice; from disconnected programs and supports to integrated and aligned strategies that focus on the well-being of the whole student; and from responding to federal directives to prioritizing community needs. This vision is founded on a definition of student success that is not limited to test scores but reflects students' comprehensive development. These recommendations are informed by best practice as articulated by the Council of Distinguished Educators,[20] and grounded in the evidence summarized by the Council of Distinguished Scientists.[21] Taken together, these recommendations can ensure each and every child receives the quality education and comprehensive supports needed to succeed in school, in the evolving workplace, and in community and civic life.

Through their statements and priorities, their allocation of time and resources, and their specific laws, policy guidance, and contractual and partner agreements, state and local leaders can help support a more comprehensive approach to student learning and development. These recommendations are primarily aimed at the broad range of policy leaders who impact the preK–12 education system: governors, state legislators, state and local school board members, chief state school officers and district superintendents, mayors, city and county legislators, and those who work in state and local education and other youth-serving agencies. Additionally, these recommendations acknowledge and advance the important roles that the federal government can play in supporting education policy across the country.

RECOMMENDATIONS

We recognize that different communities will need different entry points for this work.[22] Some communities may prefer to start by building adult capacity while others may view resource alignment as a critical first step. With the exception of beginning by setting a clear vision for students' comprehensive learning and development, we do not present the recommendations in sequential order. We also acknowledge that varying contexts and needs require different solutions. Thus, we offer specific strategies underneath each of the four broad recommendations as ideas for how communities can pursue a more integrated approach to student learning and development. We are not suggesting that communities pursue every strategy. We also offer examples of how some communities are pursuing these strategies. Although we have tried to include examples that have some evidence of impact, we acknowledge that many are undergoing ongoing evaluation and refinement and that there are many ways to pursue each strategy grounded in both local context and the growing evidence base. Finally, we want to acknowledge that state and local agencies along with their community partners already have significant work underway aimed at ensuring that each and every student is prepared with the broad set of skills to be a successful learner, employee, and citizen. These efforts can and should be leveraged, amplified, and aligned to bring more coherence to our collective focus on educating the whole learner.

Our policy recommendations seek to accelerate efforts of leaders in states and local communities by strengthening four broad categories that influence student outcomes:

I. Set a Clear Vision

Engage the full preK-12 education ecosystem in articulating a clear vision for students' comprehensive development.

II. Foster and Support Continuous Improvement of Learning Environments

Create and continually improve supportive and affirming learning environments that ensure strong relationships, personalized supports for students, and engaging and relevant learning opportunities.

III. Promote the Development of Adult Capacity

Promote the development of adult capacity to support students' social, emotional, and academic development.

IV. Align Resources Efficiently and Equitably

Ensure the efficient, aligned, and equitable allocation of resources to support the success of the whole student.

RECOMMENDATION I: **SET A CLEAR VISION**

State and local leaders across the preK-12 education ecosystem should articulate a clear vision for students' comprehensive development.

Efforts to improve educational outcomes need to be guided by an overarching vision of student success. Many states and school districts have a vision or mission statement that captures characteristics of a successful graduate. This statement is often aligned with a definition of what students need in order to be ready for college, career, and participation in community life, and links to an overall vision for a thriving community. Setting clear expectations through vision and mission statements and providing the supports to meet them have been critical elements to boosting student achievement. This is an opportune moment to revisit these statements to better align with our growing understanding of how learning happens, and the full range of knowledge and skills required to be successful. A clear, common vision shared across all stakeholders signals the importance of this work and ideally positions it, not as the desire of one or two elected leaders, but as a communitywide priority. It also highlights the interconnected nature of this work and serves as an organizer for collaborative efforts across a state, district, and community.

STRATEGY

CONSTRUCT A LOCAL DEFINITION OF STUDENT SUCCESS. State and local leaders in partnership with communities should articulate the essential knowledge, skills, and abilities of a successful high school graduate inclusive of the social, emotional, and cognitive competencies demonstrated to contribute to students' academic progress, workforce success, and civic engagement with their communities.

The development of this shared vision of student success should begin with community conversations aimed at building consensus[23] on the purpose of elementary and secondary education, as well as the essential knowledge, skills, and competencies that students need to effectively perform in school and participate in further education, the workforce, their communities, and our democratic society. Once articulated, key state and district leaders across the preK–12 education ecosystem must demonstrate and communicate their commitment to this vision of student success.

The convening power of state leaders gives them a unique opportunity to use this vision to set priorities and enact policies to improve the communities under their jurisdiction. The Every Student Succeeds Act (ESSA) continues to provide an entry point for state education

leaders to engage communities in articulating a vision of student success. Children's Cabinets, often convened by governors, provide another entry point as collaborative governance structures to develop these visions and facilitate the associated and needed coordination across state departments and local levels of government. A strong and effective Children's Cabinet can drive the governor's priorities for children by mobilizing resources around the shared vision and strengthening supportive partnerships between the nonprofit and private sectors.

State and local leaders can work together to:

▮ Engage stakeholders across the education ecosystem to develop a shared vision.

▮ Identify critical elements of the vision that have not received adequate attention and share the evidence of how such a vision boosts youth outcomes.

▮ Ensure that the vision is embraced by state and local agencies and becomes infused in strategic plans, mission statements, and other policy-guiding documents that have the ability to influence district and school practice.

IN ACTION

IN 2015, GOVERNOR GINA RAIMONDO WORKED WITH THE LEGISLATURE TO RECONVENE THE RHODE ISLAND CHILDREN'S CABINET around five big goals for supporting young people's well-being and holistic development: physical health and safety; behavioral and emotional security; academic empowerment and career readiness; social, cultural, and civic engagement; and family and community stability. The 11-person cabinet includes the governor and the directors of the departments of health; elementary and secondary education; postsecondary education; human services; administration; labor and training; children, youth, and families; behavioral health care, developmental disabilities, and hospitals; the office of health and human services; and a child advocate. The group is authorized to engage in interagency agreements and data sharing to improve services and outcomes for children and youth. For example, at Gov. Raimondo's direction, the cabinet has been holding a series of youth focus groups across the state as part of a larger statewide initiative to raise awareness about mental health, suicide, addiction, and available treatment. "There's a lot of discussion about social media, peer pressure, navigating difficult situations like when a friend says they're thinking about committing suicide," said Kayla Rosen, policy director for the Children's Cabinet. "We're trying to shift from a department-based strategy to putting the young person at the center." In another example, the cabinet is working toward the governor's goal to boost 3rd grade reading outcomes. It is helping to lead the effort by taking a holistic approach and looking at all supports and programs available to children from birth to age 8.

THE VISION OF AURORA PUBLIC SCHOOLS IN AURORA, COLORADO, is that "every student shapes a successful future" by developing the knowledge, skills, and character necessary for success. In 2014, the school system worked with its staff, school board members, parents, business leaders, and other community members to develop that vision and devise a new strategic plan, APS 2020: Shaping the Future, to help realize it. As part of the planning process, the district set up a 14-member steering committee of stakeholders from the community and collected feedback through discussions in multiple languages with APS students, parents, guardians, staff and community members, as well as through online surveys. "We decided early on that it needed to be a broad engagement process with our community," said Superintendent Rico Munn, who joined the system in July 2013. "We wanted it to be something that everybody in the community could understand and rally around."

The result was a strategic plan that emphasizes three big goals: every student will have a plan for his or her future; every student will have a set of skills to implement his or her plan; and every student will have credentials that open doors. Now, every student within APS is required to have a plan within 90 days of entering the system that includes goals for academic achievement, graduation, extracurricular activities and volunteer service learning, work experience, and college or career. While the state requires districts to develop an individual career and academic plan for every student in grades 9-12, Aurora has opted to do so starting in grade 6. For younger students, the plans look very different. For example, some students incorporate their plans as part of their leadership binders at school that track their academic goals and performance. The 40,000-student district, which was facing state intervention, earned its way off the state's accountability clock and has seen graduation rates climb more than 15 percent since 2013. Superintendent Munn attributed his district's gains to the focus on individual students. "One of our challenges at moving the academic needle was relevance and rigor for our students," he said. By getting to know what students and their families value through the individual plan, he said, "there are higher levels of engagement and higher levels of success."

STRATEGY

REALIZE THE SHARED VISION THROUGH POLICY MECHANISMS. State standards, guidance, or frameworks should signal to districts and communities the importance of prioritizing the whole learner.

Different states will use different processes for ensuring their shared vision connects with existing initiatives and priorities and ultimately influences student learning. Each state should use an approach that works best to empower its communities, districts, and schools to translate the vision into on-the-ground policy and practice.

More specifically, state leaders can:

▮ Require local communities to articulate learning standards and/or competencies for social, emotional, and cognitive skills. To support this, state policymakers can share examples of high-quality learning progressions and competencies for adaptation by local communities.

▮ Adopt state-level standards or competencies for social, emotional, and cognitive development.

▮ Embed social, emotional, and cognitive competencies into existing academic standards.

▮ Leverage existing guidance or standards from early childhood education and youth development to ensure coherence across the preK–12 education ecosystem.

▮ Consider how related policy initiatives intersect with the shared vision. These might include policy initiatives that support competency-based approaches to education or opportunities for postsecondary experiences or credit through dual enrollment, AP, IB, or work-based learning.

IN ACTION

THE KANSAS STATE BOARD OF EDUCATION endorsed Social, Emotional, and Character Development (SECD) standards in 2012 to provide schools with a framework for integrating social and emotional learning and character development into education. The SECD Standards help students learn, practice, and model essential personal life skills and habits that contribute to academic, vocational, and personal success.

The Kansans CAN school redesign project, launched by the state department of education, invited local districts to apply to become one of seven statewide that would redesign at least one elementary school and one secondary school to help prepare students to master the standards and meet the state's vision for its high school graduates. At the Coffeyville district's Roosevelt Middle School, this entails implementing a trauma-informed approach to education, which has already begun to change the culture, reducing discipline issues and helping students learn to manage their emotions. Meanwhile, Liberal School District began its redesign journey with Meadowlark Elementary and Liberal High School by focusing on engagement, personalized learning, problem solving, civic engagement, and attendance. The redesign effort has since expanded to include every building in the district.

IN ACTION

IN MASSACHUSETTS, state leaders are taking a different approach: they created Preschool and Kindergarten Standards in Social-Emotional Development and Approaches to Play and Learning in 2015, but opted not to develop standalone K–12 social and emotional skill standards. Instead, a cross-agency team is working to infuse social, emotional, and cognitive skills into existing high-leverage policies and guidance, including ELA/literacy, math, and history/social sciences curriculum frameworks as well as comprehensive health frameworks. To support this effort, several state associations—the Massachusetts Association of School Committees, Massachusetts Association of School Superintendents, Massachusetts Organization of Educational Collaboratives, and Massachusetts School Administrators Association—joined together with the Rennie Center for Education Research & Policy, Teachers21, and Transforming Education to form the Excellence through Social Emotional Learning (exSEL) Coalition. This coalition runs the exSEL Network, in which 19 school districts from across the state work together to test ideas in support of whole-child development, build new strategies to implement social and emotional learning policies and practices, and share learnings related to these efforts.

CONNECTICUT has adopted widely used school climate guidance and is revising and expanding that guidance to explicitly infuse social, emotional, and cognitive skills and competencies. Connecticut's state education agency is collaborating closely with districts to engage stakeholder groups throughout the state, including institutions of higher education and community-based partners. With one of the strongest anti-bullying laws in the country, adopted in 2011, Connecticut's leaders are moving the state toward a more integrated preventive model that considers the relationship between social, emotional, and cognitive competencies and prevention, including trauma-informed practice and chronic stress reduction.

RECOMMENDATION II: FOSTER AND SUPPORT CONTINUOUS IMPROVEMENT OF LEARNING ENVIRONMENTS

State leaders should enable districts and schools to create and continually improve supportive and affirming learning environments that ensure strong relationships, personalized supports for students, and engaging and relevant learning opportunities.

Evidence affirms the importance of creating safe learning environments that generate a strong sense of community among both students and educators.[24] When students feel known, valued, and supported by both adults and peers, they are empowered to take the risks necessary to learn and grow.

Learning environments that foster meaningful relationships among children and adults are essential for helping students develop socially, emotionally, and academically.[25] Infused in these environments is a culture and climate inclusive of and responsive to the diversity of interests, aptitudes, perspectives, races, and cultures represented in the classroom. These types of learning environments give students voice, opportunities to be engaged and heard, and agency in their own learning and development. Enabling students to feel respected for their identities and perspectives is an essential element in creating safe, affirming, and inclusive classrooms.[26] The evidence demonstrates the key role that principals and instructional leaders play in influencing school achievement through changes in school climate and culture.[27]

A positive learning environment is related to higher academic achievement; better emotional, mental, and physical health; better behavioral outcomes; and increased teacher retention.[28] Creating a positive learning environment also enhances school safety. Evidence indicates that when schools use positive approaches to discipline, focus on building strong relationships, and teach students social and emotional skills such as resolving conflicts and relating well to others, schools become safer.[29]

State and local policies have unique roles to play in framing the elements necessary to design, create, and improve learning environments that can holistically support students. In 2016, CASEL launched the Collaborating States Initiative (CSI) to help state education agencies create statewide conditions to encourage and equip educators to promote integrated, equity-focused, academic, social, and emotional learning. There are 26 states currently participating in the CSI, which supports state education agency staff to move beyond compliance-driven policies and instead create policies, tools, and guidelines that support localities in creating the conditions to support every student's development.

While the specific strategy for building such positive learning environments may depend on the specific context (e.g., early childhood, elementary, secondary school, and afterschool and youth development settings), all of these strategies must be based on the principles of child and youth development.

STRATEGY

ALIGN POLICIES AND RESOURCES TO PROVIDE EQUITABLE ACCESS TO HIGH-QUALITY LEARNING ENVIRONMENTS FOR EACH AND EVERY STUDENT. State leaders should prioritize equal access to safe, high-quality learning environments through funding, technical assistance, and other resources.

The efforts to align state and local policy can provide the support and resources for communities and districts to work together to define the characteristics of a high-quality learning environment where each student experiences safety, belonging, and purpose. Once a clear understanding of a quality learning environment has been codified at either the state or local level, policy leaders can then work to align policies and resources to ensure equitable access.

State and local leaders may:

▮ Convene a state-level taskforce to identify the elements of a quality learning environment or supply tools and resources for district and school leaders to do this work within their communities.

▮ Build the capacity of all educators to access, use, and share data to monitor the quality of learning environments, including the impact on student outcomes disaggregated by subgroup. This could include asset mapping, as well as training and support in how to interpret and use data to identify gaps in access and areas for improvement.

▮ Require school improvement plans to include strategies that ensure positive, safe, and inclusive school cultures; foster developmental relationships; provide social, emotional, and cognitive supports; and outline processes for shifting to restorative and inclusive disciplinary policies and practices.

▮ Promote the adoption or development of curricula or skill-building experiences that embed the social, emotional, and cognitive dimensions of learning while affirming culturally and linguistically diverse communities.

▮ Build capacity of educator cadres with expertise in areas needed to improve the quality of the learning environment (e.g., trauma-informed instruction, restorative practices, conflict resolution, and the integration of social, emotional, and cognitive development with academic learning) as a means to share knowledge and skills through professional development, such as professional learning communities and coaching.

- Eliminate policies that allow detrimental discipline practices such as corporal punishment, which the evidence shows does not lead to improved control in the classroom[30] and is linked to a range of negative consequences for children such as poor mental health, lower cognitive ability and academic achievement.[31] Such practices also are shown to have a disproportionate impact on boys, students of color, and children with disabilities.[32]

- Enable flexible use of time to ensure that each and every student is connected to a caring adult within the school community through such structures and strategies as advisory programs, mentoring, near-peer advisors, and class meetings.

- Align and leverage resources available through ESSA (e.g., Title I School Improvement funds, Title II Supporting Effective Instruction, Title IV Student Support and Academic Enrichment grants, and 21st Century Community Learning Centers) to define and support quality learning environments, both during the school day and after it ends.

IN ACTION

ANCHORAGE SCHOOL DISTRICT (ASD) wanted to reverse a big and widening opportunity gap between Alaska Native boys and all other students. Compared to their peers, these boys consistently underperform academically; drop out of school at higher rates; and are at higher risk of depression, suicide, and other mental health illnesses. Leveraging resources from the ASD's Department of Title VI Indian Education and various community partners, district staff created Project Ki'L—a unique, culturally responsive, year-round program that integrates Alaska Native cultural heritage and social, emotional, and cognitive skill development. While Project Ki'L is open to all students, the district designed it specifically to engage Alaska Native boys.

Project Ki'L empowers Alaska Native students for success in school through additional in-school supports as well as after-school and summer programming, all of which have a strong emphasis on cultural responsiveness, social and emotional skill building, and effective teaching strategies. Project services span from elementary through middle school and build in an academic focus, while preserving and furthering Native cultural elements and effective student engagement. For example, a process called DREAMS was developed with the purpose of addressing Alaska Native and American Indian youth aspirations by gathering their individual support communities for a focused joint discussion on the youth's personal story, strengths, and life goals while brainstorming strategies to achieve them, and identifying the role of their community supports.

SEEKING SAFER SCHOOLS

Since the time the Commission began its work, the nation's attention has been galvanized on the topic of school safety. Mass shootings in Florida and Texas, followed by a rise in youth voices calling for change, have driven public conversations about the root causes of violence. Governors, legislators, and education leaders have moved—jointly and separately—to debate and seek solutions.

The Commission has reviewed research and heard from young people and adults in communities across the nation about how to create safer schools that positively support students' social, emotional, and academic development. We have been interested in solutions that address the underlying conditions that make schools less safe—solutions that include attention to school climates, cultures, and education that directly address the isolation, bullying, loneliness, and exclusion some students experience and also provide mental health and other supports promptly and sustainably to students who need them. Our view about the long-term prevention of campus and community violence is rooted, in part, in the youth voices that America has been hearing all year.

In a nationally representative sample of current and recent high school students, youth cite negative social environments, disruptive students and bullying, and feeling unsafe as significant barriers that make it hard for them to learn and fulfill their potential.[i] In the *Call to Action* from the National Commission's Youth Commission, young people emphasize that they need to feel "emotionally and physically safe in our schools so that we can take the academic risks that lead to success" and call for learning communities that "aim to resolve conflicts collaboratively." Our Parent Advisory Panel echoes this message in its *Call to Action*, stating "All adults have the responsibility to seek common ground and ensure students are physically safe in school."

These calls from students, young leaders, and their families are rooted in a basic understanding of how violence escalates without conflict resolution skills and how students who are isolated or bullied can develop mental health challenges. In turn, youth and their families show the way forward by pointing to the integration of social, emotional, and academic development as a path to reducing emotional distress and conduct problems, fostering inclusion and empathy, and buffering the consequences of adverse experiences via positive relationships and social and emotional development.

Our Councils of Distinguished Scientists and Educators have reinforced these themes by reviewing the extensive evidence illustrating that schools become safer, and young people become more capable of managing their behavior, lives, and learning, when learning settings: (1) foster a strong sense of community based on healthy relationships among and between adults and students, (2) teach students social and emotional skills, and (3) provide the counseling and mental health services they need.[ii]

We have noted this consensus and convergence of ideas throughout our work. As states continue to seek policies and practices that will help schools prevent, respond to, and recover from school violence, a major focus must be the inclusion of social and emotional skill building and the fostering of positive school cultures and climates where young people feel valued, cared for, connected, and respected. State, community, and school leaders must continue to work together to provide adults and students alike with the tools they need to feel, and ultimately be, safe. On that, there should be no debate.

i   J. DePaoli, M. Atwell, J. Bridgeland and T. Shriver, "*Respected: Perspectives of youth on high school and social and emotional learning,*" a report prepared for CASEL (Washington: Civic Enterprises with Peter D. Hart Research Associates, 2018).

ii Aspen Institute Youth Commission on Social, Emotional, and Academic Development, "*In support of how we learn: A youth call to action*" (Washington: The Aspen Institute National Commission on Social, Emotional, and Academic Development, 2018). National Commission on Social, Emotional, and Academic Development Parent Advisory Panel, *"In support of how children learn: A family call to action"* (Washington: The Aspen Institute National Commission on Social, Emotional, and Academic Development, 2018).

STRATEGY

USE DATA FOR CONTINUOUS IMPROVEMENT. State and local leaders should support systems that use data and information to continuously improve learning environments for all students.

Creating high-quality learning environments and measuring their impact on student development is an essential part of a continuous improvement process. State agencies and district offices should include and publicly report measures of the learning environment as part of their continuous improvement processes. As articulated below in Recommendation III, data for such reporting and collection must be coupled with investments in training for educators and community leaders. Additionally, while data and information that effectively measure learning environments currently exist, there is an opportunity for state and local leaders to support efforts to improve and expand these measurement tools and better align them across learning settings.

State and local leaders should:

- Encourage the collection and use of a broad range of data and information related to quality learning environments, including school climate and culture data, teacher and student surveys, and other data such as holistic early-warning indicators. All data that are collected should adhere to each state's data privacy guidelines.

- Improve upon existing assessment and measurement tools to encompass more characteristics of quality learning environments.

- Build the capacity for measuring the quality of the learning environment across multiple settings, including in- and out-of-school settings.

- Report disaggregated data about the quality of the learning environment to ensure transparency and promote continuous improvement. This should be done in ways that align with each state's legal practices to protect student privacy.

IN CALIFORNIA, EIGHT SCHOOL DISTRICTS (FRESNO, GARDEN GROVE, LONG BEACH, LOS ANGELES, OAKLAND, SACRAMENTO, SAN FRANCISCO, AND SANTA ANA) are working together to measure and improve social and emotional learning and school culture and climate. Known as the CORE districts, they initially developed self-reported surveys of students' social and emotional learning and of school culture and climate as part of an innovative accountability system under a waiver from the U.S. Department of Education. That waiver has since expired, but districts and schools in the CORE network, which serves over a million students, continue to use those measures to help focus attention on the importance of social, emotional, and academic development and to guide improvement. A recent report by Policy Analysis for California Education (PACE), CORE's research partner, found a high level of awareness and support for the surveys among district and school leaders, although less so among teachers.[33] Districts vary widely in how they use the measures. District leaders reported that they reviewed the CORE data and shared it with principals or school site teams. Principals generally used the data to plan and identify areas for improvement on an annual basis.

"One of the things that people have told us consistently," said Heather Hough, the executive director of PACE, "is that including these measures in a multiple-measure system gave them license to work on social-emotional learning in a way that they didn't have license to do before. What we measure is what matters and that has changed the conversation in these schools."

STRATEGY

INCLUDE LEARNING ENVIRONMENT MEASURES IN ACCOUNTABILITY SYSTEMS. State and local leaders should use school- and district-level assessments of learning environments as a part of their formal accountability systems to showcase growth and identify areas for improvement.

To elevate the important role the learning environment plays in developing the whole learner, state and local leaders should include measures of the learning environment in an accountability system. Such systems could include the school and district accountability systems developed as part of ESSA plans; state accountability systems for schools, districts, or other youth-serving programs; district and school report cards; and other mechanisms that hold youth-serving organizations accountable for their efforts with young people (e.g., compliance with quality standards). While assessments of learning settings should be part of accountability systems, individual student data that directly measure social, emotional, and cognitive skills and competencies should not be used as a metric in accountability systems. Until we have tools that we are confident adequately capture these skills and attributes in ways that are sensitive to age, developmental stage, and context, and commit to using the measures appropriately for improvement, we risk putting more weight on these measures than is useful.

State and local leaders should consider these potential measures of the learning environment:

- Surveys of students, educators, and families that address aspects of climate or culture.
- Results from observations and rubrics or other mechanisms that evaluate learning settings.
- An index of indicators that are proxies for learning settings (e.g., chronic absenteeism, discipline data, access to rigorous and engaging learning opportunities).
- Tools and assessments leveraged for use in youth development settings as a model for additional quality review tools for schools and classrooms.

IN ILLINOIS, under Public Act 100-1046, the state requires all public schools and districts to administer a school climate and culture survey annually. The Illinois State Board of Education partners with the University of Chicago to administer the Illinois 5Essentials Survey. The survey, developed by the University of Chicago Consortium on School Research in partnership with Chicago Public Schools, provides detailed data on school culture and climate across five key areas: effective leaders, collaborative teachers, involved families, supportive environment, and ambitious instruction. State law also allows local administration of an approved alternative survey. The surveys are given to all teachers and parents at a school and to students in grades 4 and above. Stakeholders across Illinois identified school climate as a vital component to a school's overall quality, and as such, the survey is included in the state's support and accountability system. Student participation in the survey counts for five percent of a school's performance index and contributes to the identification of schools for additional supports and resources. In addition to the online tool for data reporting, the results of the survey are also included in school "snapshots" or profiles of individual schools. Principals can provide comments on how the school is using the survey results via the Illinois Interactive School Report Card. All schools, but specifically those identified as underperforming or lowest-performing under the state's support and accountability system, are encouraged to review their climate data as part of completing a needs assessment and developing a work plan for continuous school improvement.

STRATEGY

ALLOW DISTRICTS THE FLEXIBILITY TO EXPAND WHERE AND WHEN LEARNING HAPPENS THROUGH PARTNERSHIPS. State and local leaders should provide districts the flexibility to collaborate with partners to provide seamless learning experiences and supports across school and community settings.

There are multiple entry points and strategies for districts, schools, and youth development organizations to align their efforts. State leaders have a powerful role to play in convening school district leaders and their community partners, many of whom have been working to support the whole learner. This can be done by networking schools and districts to share and learn from each other and by facilitating cross-sector partnerships with youth development organizations to enhance knowledge sharing and align supports for students across multiple settings. State and local leaders should provide guidance, incentives, and tools to ensure the range of resources across communities is leveraged to support quality learning environments for all students. For example, state education agencies could provide clarity on how ESSA can be leveraged to enable collaboration with community partners or to utilize school safety resources to provide student support services, including the teaching of social, emotional, and cognitive skills.

State and local leaders could:

- Understand and remove the barriers in state funding, regulations, and compliance that inhibit schools and community partners from working collaboratively to support students' comprehensive learning and development.

- Enable districts and schools to provide work-based and service learning opportunities that provide a venue for students to use a broad range of skills and competencies.

- Establish learning communities and cross-sector partnerships for districts, schools, and youth-serving organizations to learn from one another and share research-supported knowledge and expertise.

IN ACTION

IN THE METRO NASHVILLE PUBLIC SCHOOLS, the commitment to creating safe and high-quality learning environments for all students spans the school day and extends into out-of-school time. In 2010, the Nashville After Zone Alliance (NAZA) was created through partnerships across city agencies (the mayor's office, schools, and libraries) and community-based organizations to provide free afterschool for high-need middle school youth at convenient locations, from schools to public libraries. The goal was to ensure students have the social, emotional, and academic skills to effectively transition to high school. NAZA aims to extend the spaces and times where middle school students participate in engaging, challenging academic activities with supportive, caring adults, and to ensure students and their families have communitywide supports to ease the transition to high school. Annually, NAZA serves approximately 1500 students. Over the past eight years, program participants have demonstrated increases in attendance and decreases in discipline referrals, as well as academic gains on standardized tests. In addition, the families of participants have reported positive academic, social, emotional, behavioral, and physical outcomes.

AS PART OF THE CLEVELAND PLAN'S PROMISE TO GROW THE NUMBER OF EXCELLENT SCHOOLS IN CLEVELAND, the district designated 13 low-performing K-8 schools to be redesigned in ways that transform school culture and prepare students for success. During the 2017–18 school year, teams made up of district administrators, teachers, parents, and community members began crafting a new vision for their schools and neighborhoods. Each redesign team chose among three different learning models: inquiry-based learning, youth leadership development, or personalized learning using technology. All schools emphasize community connections and helping students gain life skills such as teamwork, inquiry and problem solving, and responsible decision making. The schools are implementing the new designs over a four-year period. During that time, they are meeting monthly as a network to work alongside other teams and receive ongoing support, including extensive professional development, adjustments in policies and procedures that might get in the way of the new designs, and strengthened connections with community agencies.

The district's department of social and emotional learning, known as "Humanware," has assigned a staff person (Humanware Partner) to work with each network on the integration of social and emotional skills. The partner attends the monthly meetings and visits schools to provide support and share knowledge. "As a department, we try to highlight peer learning among the buildings as we take the things that are working and attempt to expand them," said William Stencil, the interim executive director of the department. "In other words, we go into a building and we ask what's working? And where it's successful, we work to encourage the schools that are struggling to adapt some of the initiatives that the more successful buildings are doing."

CHARLOTTESVILLE CITY SCHOOLS developed a community-driven strategic plan with a new focus area on mental wellness and social and emotional skills that emphasizes the use of evidence-based programs. In addition to adopting school-based social and emotional learning curricula grounded in evidence, Charlottesville City Schools partnered with the Community Services Board/Behavioral Health Authority to provide training for school staff in the Applied Suicide Intervention Skills Training program (ASIST) at no cost. Those trained in the program learn to use a suicide intervention model to identify young people with thoughts of suicide and develop a safe plan based upon a review of risk. The trainings build critical skills for recognizing risk factors in young people as well as in their peers, so that those identified in need of additional interventions can be referred to the appropriate supports. Throughout the state of Virginia, Community Services Boards and the Behavioral Health Authority are the single point of entry into publicly funded mental, developmental, and substance abuse services. The partnership has made it easier for educators and schools to understand and access services needed by young people with significant mental health issues. In addition, Community Services Boards have become more involved in prevention work in greater collaboration with school districts.

RECOMMENDATION III: **PROMOTE THE DEVELOPMENT OF ADULT CAPACITY**

Promote the development of adult capacity to support students' social, emotional, and academic development.

When adults have social, emotional, and cognitive skills themselves and know how to use them, they become models for young people and their own well-being improves.[34] If our goal is for children and youth to learn to be reflective and self-aware, to show empathy and appreciate the perspective of others, to develop character and a sense of responsibility, and to demonstrate integrity and ethical behavior, educators—both in- and out-of-school—need to exemplify what those behaviors look like within the learning community.[35] Adults also need to understand how to foster these skills and dispositions in young people. Equipping adults with the knowledge and skills to foster human development and learning begins with pre-service preparation programs in universities and other higher education institutions.

State and local policy impacts the entire educator development pipeline (from initial preparation, induction, and licensure through ongoing professional development), yet these systems and structures are too often fragmented and misaligned. The goal should be for state and local policy leaders to prioritize and align a focus on the whole learner at every stage of an educator's career. Across the preK–12 education ecosystem, leaders must prioritize these skills and competencies in recruitment, hiring, promotion, and compensation policies as well as in the ongoing professional learning of all educators.

We do not underestimate the magnitude of this task, which will require a significant shift in how educators, administrators, and other youth-serving professionals are educated, trained, and developed. States are uniquely positioned to facilitate this shift through the prioritization, leadership, and allocation of resources to support educator development in service of the whole child. This should be an urgent state priority across the nation.

STRATEGY

INCENT THE REDESIGN OF EDUCATOR PREPARATION PROGRAMS AND EDUCATOR LICENSURE REQUIREMENTS. State leaders should ensure that the accreditation of educator preparation programs and licensure requirements reflect the knowledge base and competencies required to support students' comprehensive development.

The understanding that learning is social, emotional, and cognitive should be applied to both adults' and students' learning experiences. However, today's educators typically

receive limited pre-service or in-service training on how to promote the development of these skills or how to construct learning environments that promote their development or practice.[36] To ensure young people gain the broad set of skills necessary for success requires comprehensively training and developing the educators who support them.

State leaders can network educator preparation programs and build stronger pipelines among institutions of higher education, preK–12 schools and districts, and other youth development organizations. In order to attract a highly qualified and diverse educator workforce, state leaders can leverage opportunities and partnerships to expand and strengthen the recruitment mechanisms for future educators. Along with expanded recruitment, there should be a complementary focus on retention connected to ongoing professional support and growth.

A critical component of a human capital pipeline focused on ensuring educators have the knowledge base and competencies to support students' comprehensive development is licensure requirements that require educators to demonstrate their expertise in child and adolescent development. To achieve this, state leaders must elevate the need and value of competency assessments and systems and ensure equal access for all educator candidates. With quality assessment of educator performance and knowledge used for licensure, state leaders should feel more comfortable allowing the development and expansion of models that reduce restrictions on programs' flexibility and are far less prescriptive regarding programs' allocation of credit hours or time in the field.

State leaders should incent the redesign of educator preparation and credentialing requirements to incorporate and reflect the following:

▮ Child and adolescent development and how to apply this knowledge to school and classroom design and management, as well as academic instruction.

▮ Pedagogical strategies that align with the science of learning and development. Examples include designing motivating tasks that demand higher-order thinking skills, providing careful scaffolding so strategies are accessible for all students, and teaching students how to understand, reflect, and make choices about their own learning.

▮ Practices that integrate social, emotional, and cognitive skill building with academic content. Examples include organizational skills such as setting goals, managing time well, the ability to focus on a task, and the capacity to learn from mistakes and to persevere.

▮ Research on adverse childhood experiences, their influence on children's behavior and learning, and how to mediate these effects to support learning.

▮ Research that demonstrates the importance of psychological safety and belonging in the learning process, and an understanding of how this differs for students of diverse racial, linguistic, and cultural backgrounds.

- Clinical experiences that focus on applying the principles of child development in diverse learning settings, including youth development settings. This includes well-trained mentors for prospective teachers who have demonstrated expertise in supporting the whole learner in diverse settings.

- Performance assessments for social and emotional competencies and knowledge to be administered at the exit of educator preparation programs and used as a condition of licensure.

- Ongoing engagement with graduates, both to identify ongoing professional development needs and opportunities as well as to assess program effectiveness in preparing educator candidates for the education profession.

IN ACTION

IN CHICAGO, teacher preparation programs are working together to better equip novices with the knowledge and practices they need to support students' social, emotional, and academic learning on day one. In April 2018, Janice Jackson, the CEO of the Chicago Public Schools, convened about 25 higher education institutions in the Chicago area to address four key topics: clinical experience, new teacher induction, recruiting for diversity and high-needs subject areas, and social and emotional learning and trauma-informed practices. "We wanted to exert some leadership in what we think a day-one-ready teacher needs to know and be able to do to succeed here in Chicago Public Schools in a neighborhood school," said Felipe Perez, the executive director of teacher talent pipelines for CPS.

Since then, representatives from the higher education institutions have formed four working groups, including one on social and emotional learning and trauma-informed instruction. The latter includes representatives from six to eight institutions, who are meeting regularly to share resources, curriculum materials, and best practices. Perez said the goal is to develop a model social and emotional learning curriculum for Chicago-area teacher preparation programs and to train faculty to deliver it. "Part of our vision is for this coalition of the willing to set the vision and then bring that back to the larger community of about 25 Chicago-land institutions," he said.

Kristina Peterson, the associate dean for the college of education at Roosevelt University, has been a regular participant in the working group. "What we've really been working on is being able to share information and to work with each other, rather than it being some sort of competition," she said. For example, Roosevelt is partnering with Mindful Practices, a Chicago nonprofit, to develop online courses and a certificate program on social and emotional learning and trauma-informed practices that candidates could complete as part of their undergraduate preparation program but that would also be available to practicing teachers in Chicago and elsewhere. "We're sharing the syllabi and all the information with the other universities because it's not something we can do by ourselves," she said. "It's all connected to trying to make schools a safer place, a place where kids can learn. It really starts with social and emotional learning and trauma-informed practice."

THE OAKLAND UNIFIED SCHOOL DISTRICT AND MILLS COLLEGE have teamed up to help teachers understand the connections between academics and social and emotional learning through a teacher-led, collaborative inquiry process. This school year, more than 30 Oakland teachers have been designated as Mills Teacher Scholars, who meet for monthly learning sessions co-designed by district and college faculty. During that time, teachers delve into common instructional routines they are using (such as reading circles, math talks, partner reading, or problem-solving tasks) and identify the social and emotional competencies required to make those strategies successful. To do that, they review student work and videos of children interacting in their classrooms, interview students, or find other data to understand how students experience those instructional routines. Then they follow a small group of students to see how changes in their instructional strategies affect students. For example, Malia Tayabas-Kim, a Mills participant who teaches 2nd grade at Oakland's Garfield Elementary School, focused her inquiry on teaching students to ask their classmates for evidence to support their opinions. That work requires students to hone their academic skills of analytical thinking and reading, but also such social skills as how to handle disagreements and have constructive conversations. "Through the collaborative inquiry there's a real aha moment," said Carrie Wilson, executive director of Mills Teacher Scholars. "It gives teachers a chance to see how the competencies intersect with their instructional practices." Principals of schools that include Mills Teacher Scholars also are invited to participate in a series of workshops for leaders on creating the conditions for adult learning.

STRATEGY

BUILD AND LEVERAGE CREDENTIALS TO SUPPORT THE ONGOING PROFESSIONAL DEVELOPMENT OF EDUCATORS. State leaders should acknowledge existing credentials (e.g., National Board Certification) and other forms of demonstrated expertise in child development (e.g., micro-credentials) and develop new ways to acknowledge educators' demonstrated competencies in the social, emotional, and cognitive dimensions of learning.

State leaders can both acknowledge current forms of educator credentialing and incent the development of state-specific credentials that are recognized across multiple youth-serving systems. This includes coordinating professional development, evaluation, advancement, and compensation policies to acknowledge and reward educators who earn micro-credentials or other recognitions of demonstrated expertise in developing the whole learner.

BLOOMBOARD, a platform that enables educators to earn recognition for the demonstration of specific skills via micro-credentials, is partnering with a number of states—including Arkansas, Florida, Kansas, Kentucky, Minnesota, Tennessee, and Washington—around the development of micro-credentials related to social and emotional learning. While there is strong demand on the professional development side for such micro-credentials, which can be used to provide continuing education credits, the requirement for such skills has yet to be built into state teacher licensure requirements, said Jason Lange, the co-founder and president of Bloomboard.

DIGITAL PROMISE, a nonprofit that works to close digital equity gaps, also has worked with more than 40 issuing organizations to create and publish micro-credentials on specific topics, ranging from developing executive function to facilitating productive discourse, listening with intention, and helping students clarify and support their ideas. Organizations deemed to be expert in topics develop and publish micro-credentials and then assess evidence submitted by educators. Karen Cator, president and CEO of Digital Promise, said it's important to identify an appropriate organization to develop micro-credentials for social and emotional learning based on the best research-based practices.

STRATEGY

ENCOURAGE COMMUNITIES AND DISTRICTS TO RECRUIT, HIRE, SUPPORT, AND RETAIN EDUCATORS WHO DEVELOP THE WHOLE LEARNER. State policy should ensure local leaders can restructure recruitment, hiring, performance management, and career advancement practices to prioritize students' comprehensive learning and development.

Human capital and performance management systems should reflect our understanding of how students learn and develop. By aligning the disparate pieces of these systems at the community level, local leaders can help ensure an adult workforce that has the requisite knowledge and skills. Recruitment and selection, onboarding and induction, performance management, compensation and tenure decisions, as well as ongoing support and professional advancement, should all work together to reinforce the expectations we have of educators.

State leadership can enable local communities to develop a comprehensive human capital pipeline that prioritizes educators who have a demonstrated commitment to supporting the whole child. There is potential for state support in each step of the human capital and performance management system inclusive of professional development. In addition, state

leaders must prioritize the recruitment and retention of an educator workforce reflective of the racial, ethnic, and linguistic diversity of their student population.

More specifically, state leaders could:

▮ Promote equity in recruitment by providing incentives, loan forgiveness, or programs that encourage economically disadvantaged and historically disadvantaged youth to enter the teaching profession and become role models for a diverse student body.

▮ Support, including financially, teacher mentorship and induction models that highlight and integrate whole-learner approaches and that support mentor-teacher training and coaching in social and emotional learning.

▮ Advance the expertise and professional development programming offered by teacher education programs at area colleges and universities by identifying key courses and university educators who can provide leadership in this area.

▮ Elevate teacher and administrator evaluation models that are inclusive of whole-child learning, thereby enabling school-level administrators to hold staff accountable for meaningfully integrating social, emotional, and academic development into their daily instruction, and district leaders to hold principals and program leaders accountable. Similarly, these standards can be embedded in state standards for the evaluation of superintendents so that school boards can legitimately use these standards to support superintendents in their efforts to lead the district in whole-child learning.

▮ Create and financially support state or regional professional learning and career advancement experiences relative to whole-child learning through state departments of education, regional collaboratives, or networks of school districts.

▮ Convene and provide support to the leadership of state professional associations for teachers, administrators, other school personnel, and youth development professionals, collaborating with them to integrate meaningful professional experiences in whole-child learning into conferences and workshops.

There is a critical state role in helping local communities attract and retain a diverse educator workforce that reflects each community's student body. State education departments can also help programs prioritize diversity goals by weaving them into accountability systems. For example, Delaware's Educator Equity Plan charts a course for 2015-2025 by detailing Delaware's equity gaps, stakeholder engagement, identification of root causes that contribute to the gap, potential strategies and solutions, a plan for ongoing monitoring of strategies and results, and a plan for reporting progress to stakeholders and the public. This plan launched the creation of the Educator Support Team at the Delaware Department of Education. The effort focuses on increasing the racial diversity and cultural competence of the teacher workforce.

IN ACTION

THE OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION (OSPI) IN THE STATE OF WASHINGTON provides a five-part, online, professional development module on social and emotional learning. The module is designed for educators, administrators, school staff, other professionals, and parents who interact with youth to help them build and improve their understanding of social and emotional skills. The five segments include: an introduction to social and emotional learning, embedding social and emotional learning schoolwide, creating a professional culture based on social and emotional learning, integrating social and emotional learning into culturally responsive classrooms, and identifying and selecting evidence-based programs. Districts and regional education service centers can use the module to award professional development credits.

ATLANTA PUBLIC SCHOOLS has hired and on-boarded school resource officers (SROs) with social and emotional skill-building in mind. These officers work to promote school safety by serving as law enforcement personnel, teachers, and counselors, with an emphasis on building and maintaining positive relationships between themselves and the entire school community. They've been trained to support key social and emotional skills in students, such as conflict resolution. In two years, the district has seen a 34 percent decrease in student arrests in schools, and surveys of principals indicate that they feel safe at their schools.

RECOMMENDATION IV: **ALIGN RESOURCES EFFICIENTLY AND EQUITABLY**

Federal, state, and local government leaders should ensure the efficient, aligned, and equitable allocation of resources to support the success of the whole student.

To provide all students with equitable access to safe and supportive learning environments, policymakers must ensure that resources (including money, time, staff, and staff training) are distributed equitably and efficiently, yet remain flexible enough to support the needs of individual children and youth. Policymakers should ensure that all students have access to adequate physical facilities, high-quality learning opportunities, well-prepared teachers, engaging extracurricular activities, and a supportive school climate and culture. The federal government should prioritize equity in funding allocations while providing local communities with the flexibility to decide how best to spend those dollars.

The case for investing resources to enable equitable access to quality learning environments is strong.[37] Access to a safe and supportive learning environment has significant benefits for individual students and for society as a whole, including: higher academic achievement; improved behavioral outcomes; and better emotional, mental, and physical health.[38] A meta-analysis found that low-cost social and emotional interventions can deliver a substantial return on investment.[39] Thus, directing and aligning resources toward this work can be a smart, long-term, cost-saving strategy.

STRATEGY

DISTRIBUTE RESOURCES EQUITABLY AND ADEQUATELY. Federal, state, and local leaders should use their vision of student success to distribute resources equitably and adequately.

Policy leaders at all levels must evaluate the adequacy of resources in each community in relation to student needs as the primary basis for their decision making around investments. Balanced and equitable preK–12 learning systems require balanced and equitable distribution of resources, which should include a diverse and stable cadre of effective educators, reasonable class sizes, appropriate ratios of counselors and other support staff to students, and access to health and mental health services. Federal, state, and local leaders should account for the differing needs of students by supporting weighted school funding formulas that provide more resources for students with greater needs, such as English lan-

guage learners and students with disabilities. They should also consider additional investments in wrap-around supports, such as health, mental health, and social services that address the needs of the whole learner.

IN 2015, AS PART OF A BIPARTISAN BILL TO ADDRESS BULLYING IN SCHOOLS, THE NEVADA DEPARTMENT OF EDUCATION created the Office of Safe and Respectful Learning Environment. The office has taken a four-pronged approach to supporting healthy and positive school climates in all of the state's schools. For almost five years, it has supported the use of school climate surveys in every school. Schools receive bonus points under the state accountability system if 80 percent of students complete the surveys, which are used for improvement purposes only. The state disaggregates the data to determine if subgroups of students experience the learning environment differently, and it matches schools that are struggling with peer schools to share best practices. To increase the health and wellness of students and staff, the state has provided $22 million over the past two years to fund a "safe schools professional" in every school, which can range from community health workers to psychiatrists. "There were no school social workers in Nevada before that budget piece came in," said Christy McGill, director of the office. Going forward, Nevada plans to augment those state funds by expanding Medicaid billing for school services to help students with behavioral or mental health needs. The state also supports districts and schools to identify evidence-based programs that teach students social and emotional skills and to embed those skills into academic content. For example, it is currently supporting literacy teachers to embed social and emotional skills development into individualized literacy plans for children who are not on track for reading proficiency by grade 3. Nevada also works with schools to create Multi-Tiered System of Supports (MTSS). "What MTSS does for us is create a single delivery system for interventions," said McGill, "so you don't have trauma-informed care on one team and social, emotional, and academic practices on another team." A statewide survey of educators found that more than seven in 10 think the social work program has improved student skills, learning strategies, and learning behaviors, and more than eight in 10 think the program is beneficial for students and has a positive effect on school climate.

BLEND AND BRAID RESOURCES. To reduce fragmentation and improve alignment across programs and funding streams, state and local leaders should provide tools and strategies for districts and localities to evaluate their needs and then combine and align school-based and community-based resources to support students.

Too often, resources are not aligned and do not operate in a coherent fashion because of multiple funding streams, conflicting rules and regulations, and lack of coordination. Furthermore, resources are not always directed at the most important supports and services. There also are efficiencies that can be achieved by blending and braiding funds and services across schools and other child-serving agencies.

Most communities need help in building a whole-child support system, or infrastructure, that can tie frequently siloed programs and initiatives together on behalf of young people and their families. State leaders can support this work by communicating how efforts to develop the whole learner can be integrated into existing priorities, rather than pursued as separate initiatives. They can also clearly and proactively outline allowable uses of funds and opportunities to blend and braid resources within schools and communities to boost outcomes for students. Finally, state leaders can provide dedicated staff and expertise to help local leaders align funding and manage partnerships in support of the whole learner. *(Nearly every federal program and title of federal financial assistance can be purposed to support integrating social and emotional development with academic learning. See the Commission's overview of federal funding opportunities at www.NationAtHope.org.)*

For example, although ESSA provides more flexibility than prior statutes to support students holistically, this flexibility is unlikely to be fully acted upon in the absence of strong and supportive state leadership. Many communities are unaware that federal funds can be employed to support services from community-based partners (e.g., ESSA Title II funds). Clear guidance on allowable uses for federal funds, as well as state categorical funds, can encourage innovative and effective uses of these funds at the school level.[40]

THE STATE OF GEORGIA harnesses Medicaid dollars to pay for additional medical resources to meet its students' needs. States have the ability to incorporate Medicaid funding to supplement the student support services offered at public schools. The Georgia Department of Community Health offers two school-based Medicaid programs that reimburse the costs for medical services delivered to Medicaid-eligible students as well as administrative costs. These two programs are the Children's Intervention School Services (CISS) program, which handles the direct medical service and provisionary costs, and the Administrative Claiming for Education (ACE) program, which covers all administrative costs incurred by the delivery of these services. To receive CISS services, the school system must be registered with the Department of Community Health as a Medicaid provider, and the services offered must be documented in the Individualized Education Program (IEP) of the Medicaid-eligible student recipient. CISS covers the following services: audiology, counseling, nursing, nutrition, occupational therapy, physical therapy, and speech therapy. For the ACE Program, school districts can recoup the costs of hiring and training administrators, assistants, and other staff, as well as the costs of planning for medical services. By centralizing services and the reimbursements for these two programs, the state of Georgia has streamlined the process for school districts.

STRATEGY

ENCOURAGE INNOVATION AT THE FEDERAL LEVEL. Federal leaders should remove barriers and provide incentives within federal programs to allow districts and localities to serve youth more holistically.

There is a wide range of federal programs that provide resources to support the development of children and youth. In 2003, a White House Task Force for Disadvantaged Youth identified 339 federal programs across 10 departments and agencies that spend more than $225 billion every year to help the millions of young people at risk of not reaching productive adulthood and their families. The task force's goals were to ensure more young people are healthy and safe; educated to be ready for college, work, and the responsibilities of parenthood; and prepared for civic engagement and service. Many of the programs that the task force identified could more deliberately support students' comprehensive development. A representative scan of these programs by the Commission reveals a range of opportunities to support the whole child, including health and wellness; prevention and treatment of substance abuse; bullying prevention; national service opportunities for tutors and mentors in schools; and supports for low-performing schools and disadvantaged students.

Federal government leaders should remove barriers and support administrative flexibility in the use of funding in exchange for a commitment to demonstrate improved student outcomes. This would be similar to work in other sectors of government, such as the Performance Pilot Partnerships (P3). Under the Consolidated Appropriations Act of 2014, Congress authorized several federal agencies (including Education, Labor, and Health and Human Services) to enter into up to 10 Performance Partnership agreements per year with states, regions, localities, or tribal communities. These agreements allow jurisdictions to have additional flexibility in using discretionary funds across multiple federal programs in exchange for a commitment to achieve significant improvements for "disconnected youth" or "opportunity youth"—those youth who are not in school or employed. Although interim findings for the first-round P3 pilot sites and national evaluations will not be available until later this year, and final findings will be released in 2020, initial indications show this model has significant promise.

Historically, the federal government has played an instrumental role in advancing research through funding and priority setting, and it must continue to do so both within and across federal agencies. To continue to encourage innovation and understanding of the integrated nature of social, emotional, and cognitive development, the federal government should encourage more cross-sector research investments, particularly those which incentivize vertical, collaborative, multidisciplinary teams of researchers and practitioners. In addition, the federal government must continue to support the translation of research to inform state-level policy and district-level practice.

CONCLUSION

Policy can play an integral role in accelerating efforts to support the whole learner. But that will require moving away from narrow definitions of student success to embrace a more comprehensive approach to developing children and youth. It also will require moving beyond divisive policy arguments to seek out common ground around a shared vision for something we all care about: the future prosperity and well-being of our children. Our policy recommendations leverage the role of government in framing expectations, allocating resources, building capacity, and creating the conditions that will enable districts and their communities to align around a common vision for student success grounded in what we now know about how children and young people learn. While these recommendations acknowledge the opportunity to leverage federal policy and its related funding, the focus is on state policymakers, who have the constitutional responsibility for education. It is state leaders who are best positioned to drive equitable outcomes for all students by creating the enabling conditions for local players to pursue evidence-based strategies that support the whole learner within each community's unique context.

APPENDIX

There are many federal programs that can be leveraged to support the integration of social, emotional, and academic learning. The table below includes a list of federal funding opportunities, and the relevant authorizing legislation.

TABLE OF PROGRAMS

PROGRAM	FY18 APPR ($M)*	FUNDING TYPE	AUTHORIZING LEGISLATION	DEPT	AGENCY-OFFICE
Department of Agriculture*					
Children, Youth and Families at Risk (CYFAR)	8.4	Discretionary	Smith-Lever 1914	Ag	NIFA
Child Nutrition Programs	24434	Mandatory	Child Nutrition Act 1966	Ag	FNS
Community Food Projects Competitive Grant Program	9	Discretionary	Food Stamp Act 1977	Ag	NIFA
Farm to School Grant Program	5	Discretionary	Richard B. Russell National School Lunch Act (18)	Ag	Food and Nutrition Service
Special Supplemental Food Program for Women, Infants and Children (WIC)	6314	Mandatory	Child Nutrition Act 1966	Ag	FNS
Department of Education					
21st Century Community Learning Centers	1211.7	Formula	ESEA IV-B	Ed	OESE-OAI
Adult Education Basic Grants to States	617	Formula	Adult Education and Family Literacy Act 1998	Ed	OVAE-AEL
Arts in Education	29	Discretionary	ESEA IV-F-4	Ed	OII

Career and Technical Education State Grants	1192.6	Formula	CTEA	Ed	OVAE-CTECC
Comprehensive Centers	52	Discretionary	Educational Technical Assistance Act 2002	Ed	OESE-OSSRP
Demonstration and Training Programs	5.8	Discretionary	Rehabilitation Act 1973	Ed	OSERS-RSA
Educational Technology, Media, and Materials for Individuals with Disabilities	28	Discretionary	IDEA D (e)	Ed	OSERS-OSEP
Expanding Opportunities Through Quality Charter Schools Program (CSP)	400	Discretionary	ESEA IV-C	Ed	OII
Federal TRIO Programs**		Discretionary	HEA IV-A-2	Ed	OPE-TRIO
Full-Service Community Schools	17.5	Discretionary	ESEA IV-F-2	Ed	OII
Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)	350	Discretionary	HEA IV-A-2	Ed	OPE-SS
Grants to Local Educational Agencies	15759.8	Formula	ESEA I-A	Ed	OESE-OSS
Innovative Approaches to Literacy	27	Discretionary	ESEA II-B-2	Ed	OESE-OAI
Migrant Education Program	374.8	Formula	ESEA I-C	Ed	OESE-OME
Parent Information Centers	27.4	Discretionary	IDEA D (d)	Ed	OSERS-OSEP
Personnel Preparation to Improve Services and Results for Children with Disabilities	83.7	Discretionary	IDEA D (c)	Ed	OSERS-OSEP
Prevention and Intervention Programs for Children and Youths Who Are Neglected, Delinquent, or At Risk	47.6	Formula	ESEA I-D	Ed	OESE-OSHS

Promise Neighborhoods	78.2	Discretionary	ESEA IV-F-2	Ed	OII
Ready to Learn Programming	27.7	Discretionary	ESEA IV-F-4	Ed	OII
Rural Education Initiative	180.1	Both	ESEA V-B	Ed	OESE-OSSRP
School Safety National Activities	90	Discretionary	ESEA IV-F-3	Ed	OESE
Special Education Grants to States	13129	Formula	IDEA B/C	Ed	OSERS-OSEP
Special Education Technical Assistance and Dissemination	44.3	Discretionary	IDEA D (b)	Ed	OSERS-OSEP
State Assessments	378	Both	ESEA I-B	Ed	OESE-OSS
State Personnel Development	38.6	Discretionary	IDEA D (a)	Ed	OSERS-OSEP
Statewide Family Engagement Centers	10	Discretionary	ESEA IV-E	Ed	OII
Student Support and Academic Enrichment Grants	1100	Formula	ESEA IV-A	Ed	OESE-OSHS
Student Support Services	310	Discretionary	HEA IV-A-2	Ed	OPE-TRIO
Supporting Effective Educator Development	75	Discretionary	ESEA II-B-4	Ed	OII
Talent Search	152	Discretionary	HEA IV-A-2	Ed	OPE-TRIO
Teacher and School Leader (TSL) Incentive Grants	200	Discretionary	ESEA II-B-1	Ed	OII
Teacher Quality Partnership (TQP) Program	43	Discretionary	HEA II-A	Ed	OII
Training Program for Federal TRIO Programs	152	Discretionary	HEA IV-A-2	Ed	OPE-TRIO
Upward Bound	312	Discretionary	HEA IV-A-2	Ed	OPE-TRIO

Vocational Rehabilitation State Grants	3225	Formula	RA I-A	Ed	OSERS-RSA

Department of Health and Human Services					
Adoption Incentives	75	Discretionary	SSA IV-E	HHS	ACF
CCDF - Child Care and Development Block Grant (CCDBG) (Disc)	5069.2	Discretionary	CCDBGA 658A	HHS	ACF-OCC
CCDF - Child Care Entitlement to States (Mand)	2917	Mandatory	SSA IV-A	HHS	ACF-OCC
CCDF - Infant and Childcare Quality Activities	156.8	Discretionary	CCDBGA 658A	HHS	ACF-OCC
Child Abuse (CAPTA) Discretionary Activities	33	Discretionary	CAPTA	HHS	ACF-CB
Child Abuse Prevention and Treatment (CAPTA) State Grants	85.3	Discretionary	CAPTA	HHS	ACF-CB
Child Support Enforcement and Family Support	4326	Mandatory	SSA IV-D	HHS	ACF-OCSE
Child Welfare Research, Training and Demonstration	18	Discretionary	SSA IV-B-1	HHS	ACF-CB
Child Welfare Services	268.7	Discretionary	SSA IV-B-1	HHS	ACF-CB
Children's Research and Technical Assistance	35	Mandatory	SSA IV-D	HHS	ACF-OCSE
Community Mental Health Services Block Grant	559	Discretionary	PHSA 1911	HHS	SAMHSA
Community Services Block Grant	714.7	Discretionary	CSBG Act	HHS	ACF-OCS
Community-Based Child Abuse Prevention (CBCAP)	39.8	Discretionary	CAPTA	HHS	ACF-CB
Consolidated Health Centers	4981	Discretionary	PHPA 330	HHS	HRSA

Drug Free Communities Support Program Grants	91.8	Discretionary	Anti-Drug Abuse Act 1988	HHS	SAMHSA
Eunice K. Shriver Natl. Inst. of Child Health & Human Development	1371	Discretionary	PHSA 448	HHS	NIH
Family Violence Prevention and Services Programs	158	Discretionary	FVPSAv	HHS	ACF-FYSB
Family-to-Family Health Information Centers	5	Discretionary	SSA 501	HHS	HRSA
Foster Care and Permanency	8468	Mandatory	SSA IV-E	HHS	ACF-CB
Head Start	9863	Discretionary	Head Start Act 635	HHS	ACF-OHS
Healthy Start	103	Discretionary	PHSA 330H	HHS	HRSA
Home Visiting (MIECHV)	400	Discretionary	SSA V	HHS	HRSA
Injury Prevention and Control	284	Discretionary	Varies by program	HHS	CDC
Maternal and Child Health Block Grant	637	Discretionary	SSA V	HHS	HRSA
National Center for Complementary and Integrative Health	134	Discretionary	PHSA 485D	HHS	NIH
National Child Traumatic Stress Initiative	54	Discretionary	PHSA 582	HHS	SAMHSA
National Institute of Mental Health	1591	Discretionary	PHSA 464R	HHS	NIH
Nat'l Inst on Alcohol Abuse and Alcoholism	480	Discretionary	CAAAPTR	HHS	NIH
NIH Categorical - Child Abuse and Neglect Research	30	Discretionary	Varies by grant	HHS	NIH
NIH Categorical - Drug Abuse	1335	Discretionary	Varies by grant	HHS	NIH

NIH Categorical - Mental Health	2936	Discretionary	Varies by grant	HHS	NIH
NIH Categorical - Mental Illness	938	Discretionary	Varies by grant	HHS	NIH
Prevention Research Centers Program	25.3	Discretionary	PHSA 1706	HHS	CDC
Promoting Safe and Stable Families (Disc)	99.8	Discretionary	SSA IV-B-2	HHS	ACF-CB
Promoting Safe and Stable Families (Mand)	322	Mandatory	SSA IV-B-2	HHS	ACF-CB
Protection & Advocacy for Individuals with Mental Illness	36	Discretionary	PAIMI	HHS	SAMHSA
Refugee Support Services	207.2	Discretionary	Immigration and Nationality Act 1965	HHS	ACF-ORR
Runaway and Homeless Youth	110.2	Discretionary	Runaway and Homeless Youth Act	HHS	ACF-FYSB
Rural Health Outreach Grant Program	65	Discretionary	PHSA 330A	HHS	HRSA
Social Services Block Grant	1621	Mandatory	SSA XX	HHS	ACF-OCS
Social Services Research and Demonstration	6.5	Discretionary	SSA XI-A	HHS	ACF
State Children's Health Insurance Program	12818	Mandatory	SSA XXI	HHS	CMS
State Councils on Developmental Disabilities	73	Discretionary	Developmental Disabilities Assistance and Bill of Rights Act of 2000	HHS	ACL
Substance Abuse Prevention and Treatment Block Grant	1845	Discretionary	PHSA 1921	HHS	SAMHSA
Suicide Prevention Resource Center (NSPRC)	6	Discretionary	PHSA 520C	HHS	SAMHSA

Targeted Capacity Expansion (for Substance Abuse Treatment)	95.2	Discretionary	PHSA 509	HHS	SAMHSA
Teen Pregnancy Prevention Program	107.8	Mandatory	PHSA 10	HHS	OAH
Temporary Assistance for Needy Families (TANF)	16737	Mandatory	SSA IV-A	HHS	ACF-OFA
Unaccompanied Alien Children	1303.2	Discretionary	Homeland Security Act 2002	HHS	ACF-ORR
University Centers for Excellence in Developmental Disabilities	38	Discretionary	Developmental Disabilities Assistance and Bill of Rights Act of 2000	HHS	ACL
Department of Housing and Urban Development					
CDBG Formula Grants	3300	Mandatory	Housing and Community Development Act 1974	HUD	CPD
Department of Interior*					
Bureau of Indian Education	891.5	Discretionary	Tribally Controlled Schools Act	Int	BIE
Financial Assistance and Social Services (FASS) - Social Services	52	Mandatory	Indian Self-Determination and Education Assistance Act	Int	BIA
Financial Assistance and Social Services (FASS) - Welfare Assistance	74.8	Mandatory	Indian Self-Determination and Education Assistance Act	Int	BIA
Indian Child Welfare Act	18.8	Mandatory	Indian Child Welfare Act	Int	BIA

Department of Justice					
Child Abuse Training for Judicial and Court Personnel	2	Discretionary	Victims of Child Abuse Act	DOJ	OJP-OJJDP
Children Exposed to Violence	8	Discretionary	DOJ Appr	DOJ	OJP-OJJDP
Delinquency Prevention Program	14.5	Discretionary	JJDPA 1974	DOJ	OJP-OJJDP
Improving Youth Access to Justice Program	2	Discretionary	DOJ Appr	DOJ	OJP-OJJDP
Missing and Exploited Children Program	72.5	Discretionary	Missing Children's Assistance Act	DOJ	OJP-OJJDP
Victims of Child Abuse Improving Investigation and Prosecution of Child Abuse	21	Discretionary	Victims of Child Abuse Act	DOJ	OJP-OJJDP
Youth Mentoring	80	Discretionary	JJDPA 2002	DOJ	OJP-OJJDP
Department of Labor					
Job Corps	1718.7	Discretionary	WIOA I-B-4-C	Lab	ETA
Apprenticeship Grants	145	Discretionary		Lab	ETA
Youth Build	89.5	Discretionary	WIOA I-B-4-C	Lab	ETA
Youth Employment and Training Activities	903.4	Mandatory	WIOA I-B-2	Lab	ETA
Youth Mentoring	80	Discretionary	JJDPA 2002	DOJ	OJP-OJJDP
Corporation for National and Community Service					
AmeriCorps State & National	412	Discretionary	National and Community Service Act 1990 I	CNCS	ASN
AmeriCorps NCCC	32	Discretionary	NCSA I-E	CNCS	NCCC

AmeriCorps VISTA	92.4	Discretionary	Domestic Volunteer Service Act 1973 I-A	CNCS	VISTA
Foster Grandparent Program	107.7	Discretionary	DVSA II-B	CNCS	SCP
National Service and Civic Engagement Research	4	Discretionary	National and Community Service Act 1990 I	CNCS	ORE
Retired and Senior Volunteer Program (RSVP)	48.9	Discretionary	DVSA II-A	CNCS	SCP

*Total appropriation (grant and non-grant funds)

ENDNOTES

1 American Enterprise Institute for Public Policy Research and the Brookings Institution, "Chapter 5: Education," in *Opportunity, Responsibility, and Security: A Consensus Plan for Reducing Poverty and Restoring the American Dream* (Washington, DC: Brookings Institution, 2015), retrieved from http://www.brookings.edu/research/reports2/2015/12/aei-brookings-poverty-and-opportunity.

M. Greenberg, C. Domitrovich, R. Weissberg, and J. Durlak, "Social and Emotional Learning as a Public Health Approach to Education," *Future of Children* 27, no. 1 (2017): 13-32, retrieved from http://www.jstor.org/stable/44219019.

C. McKown, "Social and Emotional Learning: A Policy Vision for the Future," *The Future of Children*, Policy Brief (Princeton: Woodrow Wilson School of Public and International Affairs at Princeton University and the Brookings Institution, 2017), retrieved from http://www.futureofchildren.org/file/1001/download?token=YC4Mn3zR.

2 P. Cantor, D. Osher, J. Berg, L. Steyer, and T. Rose, "Malleability, Plasticity, and Individuality: How Children Learn and Develop in Context," *Applied Developmental Science* (2018), retrieved from https://www.tandfonline.com/doi/full/10.1080/10888691.2017.1398649.

3 S. Jones and J. Kahn, *"The evidence base for how we learn: Supporting students' social, emotional, and academic development,"* Consensus Statements of Evidence from the Council of Distinguished Scientists (Washington: The Aspen Institute National Commission on Social, Emotional, and Academic Development, 2017), retrieved from https://assets.aspeninstitute.org/content/uploads/2017/09/SEAD-Research-Brief-9.12_updated-web.pdf.

4 J. Bridgeland, M. Bruce, and A. Harihan, *"The missing piece: A national teacher survey on how social and emotional learning can empower children and transform schools,"* a report prepared for CASEL (Washington: Civic Enterprises with Peter D. Hart Research Associates, 2013).

5 J. DePaoli, M. Atwell, and J. Bridgeland, *"Ready to lead: A national principal survey on how social and emotional learning can prepare children and transform schools"* (Washington: Civic Enterprises with Peter D. Hart Research Associates, 2017).

6 Perkins Collaborative Resource Network, *"Employability skills"* (Washington: U.S. Department of Education, Office of Career, Technical, and Adult Education), retrieved from http://cte.ed.gov/initiatives/employability-skills-framework.

S. Adams, "The Ten Skills Employers Most Want in 2015 Graduates," *Forbes* (November 12, 2014), retrieved from https://www.forbes.com/sites/susanadams/2014/11/12/the-10-skills-employers-most-want-in-2015-graduates/#39f0490f2511.

Hart Research Associates, *"Fulfilling the American dream: Liberal education and the future of work"* (Washington: Association of American Colleges and Universities, 2018).

7 National Commission on Social, Emotional, and Academic Development Parent Advisory Panel, *"In support of how children learn: A family call to action"* (Washington: The Aspen Institute National Commission on Social, Emotional, and Academic Development, 2018).

8 Aspen Institute Youth Commission on Social, Emotional, and Academic Development, *"In support of how we learn: A youth call to action"* (Washington: The Aspen Institute National Commission on Social, Emotional, and Academic Development, 2018).

J. DePaoli, M. Atwell, J. Bridgeland and T. Shriver, *"Respected: Perspectives of youth on high school and social and emotional learning,"* a report prepared for CASEL (Washington: Civic Enterprises with Peter D. Hart Research Associates, 2018).

9 J. Durlak, R. Weissberg, A. Dymnicki, R. Taylor, and K. Schellinger, "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions," *Child Development* 82, no. 1 (2011): 405-432.

R. Taylor, E. Oberle, J. Durlak, and R. Weissberg, "Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-Up Effects," *Child Development* 88, no. 4 (2017), 1156-1171.

Greenberg et al.

C. Farrington, M. Roderick, E. Allensworth, J. Nagaoka, T. Keyes, D. Johnson, and N. Beechum, *Teaching Adolescents to Become Learners; The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review* (Chicago: University of Chicago Consortium on Chicago School Research, 2012).

M. Sklad, R. Diekstra, M. Ritter, J. Ben, and C. Gravesteijn, "Effectiveness of School-Based Universal Social, Emotional, and Behavioral Programs: Do They Enhance Students' Development in the Area of Skill, Behavior, and Adjustment?" *Psychology in the Schools* 49, no. 9 (2012): 892-909.

R. Weissberg, J. Durlak, C. Domitrovich, and T. Gullotta, "Social and Emotional Learning: Past, Present, and Future," in *Handbook of Social and Emotional Learning: Research and Practice,* ed. J. Durlak, C. Domitrovich, R. Weissberg, T. Gullotta, and J. Comer (New York: Guilford Press, 2015), 3-19.

S. Jones, K. Brush, R. Bailey, G. Brion-Meisels, J. McIntyre, J. Kahn, B. Nelson, and L. Stickle, *"Navigating social and emotional learning from the inside out: Looking inside and across 25 leading SEL programs; A practical resource for schools and OST providers (elementary school focus)"* (New York: Wallace Foundation, 2017), retrieved from https://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf.

10 T. Moffitt, L. Arseneault, D. Belsky, N. Dickson, R. Hancox, H. Harrington, and M. Sears, "A Gradient of Childhood Self-Control Predicts Health, Wealth, and Public Safety," *Proceedings of the National Academy of Sciences* 108, no. 7 (2011): 2693-2698.

Greenberg et al.

Weissberg et al.

11 Adams.

12 Jones and Kahn.

13 National Academies of Sciences, Engineering, and Medicine, *How People Learn II: Learners, Contexts, and Cultures* (Washington: The National Academies Press, 2018).

14 S. Jones and E. Zigler, "The Mozart Effect: Not Learning from History," *Journal of Applied Developmental Psychology* 23, no. 3 (2002): 355-372.

M. Immordino-Yang, "Implications of Affective and Social Neuroscience for Educational Theory," *Educational Philosophy and Theory* 43, no. 1 (2011): 98-103.

M. Immordino-Yang and A. Damasio, "We Feel, Therefore We Learn: The Relevance of Affective and Social Neuroscience to Education," *Mind, Brain, and Education* 1, no. 1 (2007): 3-10.

R. Adolphs, "Cognitive Neuroscience of Human Social Behaviour," *Nature Reviews: Neuroscience* 4, no. 3 (2003): 165.

15 Cantor et al.

16 F. Cunha and J. Heckman, "Formulating, Identifying, and Estimating the Technology of Cognitive and Noncognitive Skill Formation," *Journal of Human Resources* 43, no. 4 (2008): 738–782.

Durlak et al.

17 Farrington et al.

J. Nagaoka, C. Farrington, S. Ehrlich, and R. Heath, *"Foundations for young adult success: A developmental framework,"* Concept Paper for Research and Practice (Chicago: University of Chicago Consortium on Chicago School Research, 2015).

D. Osher, P. Cantor, J. Berg, L. Steyer, and T. Rose, "Drivers of Human Development: How Relationships and Context Shape Learning and Development," *Applied Developmental Science* (2018), retrieved from https://www.tandfonline.com/doi/pdf/10.1080/10888691.2017.1398650.

S. Jones and E. Doolittle, "Social and Emotional Learning: Introducing the Issue," *Future of Children* 27, no. 1 (2017): 3-11.

18 U.S. Supreme Court, *San Antonio School District v. Rodriguez,* No. 71-1332 (Washington: U.S. Supreme Court, 1973).

19 Jones and Kahn.

S. Berman, S. Chaffee, and J. Sarmiento, *"The practice base for how we learn: Supporting students' social, emotional, and academic development,"* Consensus Statements of Practice from the Council of Distinguished Educators (Washington: The Aspen Institute National Commission on Social, Emotional, and Academic Development, March 12, 2018), retrieved from https://assets.aspeninstitute.org/content/uploads/2018/03/CDE-Practice-Base_FINAL.pdf.

20 Ibid.

21 Jones and Kahn.

22 L. Dusenberg and R. Weissberg, *"Emerging insights from states' efforts to strengthen social and emotional learning"* (Chicago: CASEL, 2018).

23 Bridgeland et al.

24 M. Reyes, M. Brackett, S. Rivers, M. White, and P. Salovey, "Classroom Emotional Climate, Student Engagement, and Academic Achievement," *Journal of Educational Psychology* 104 (2012): 700-712.

25 L. Darling-Hammond, L. Flook, C. Cook-Harvey, B. Barron, and D. Osher, "Implications for Practice of the Science of Learning and Development," *Applied Developmental Science (in press).*

26 R. Jagers, D. Rivas-Drake, and T. Borowski, *"Equity and social and emotional learning: A cultural analysis,"* CASEL Assessment Work Group Brief Series (Chicago: CASEL, in press).

27 E. Allensworth and H. Hart, "How Do Principals Influence Student Achievement?" (Chicago: University of Chicago–Consortium on School Research, March 2018).

28 Durlak et al.

29 H. Crean and D. Johnson, "Promoting Alternative Thinking Strategies (PATHS) and Elementary School Aged Children's Aggression: Results from a Cluster Randomized Trial," *American Journal of Community Psychology* 52 (2013): 56-72.

30 A report from the advocacy committee: policy statement: corporal punishment." *Canadian child and adolescent psychiatry review = La revue canadienne de psychiatrie de l'enfant et de l'adolescent* vol. 12,1 (2003): 18-20.

31 Society for Research in Child Development (2016). *Corporal punishment in U.S. public schools: Prevalence, disparities in use, and*

status in state and federal policy. Retrieved from www.srcd.org/sites/default/files/documents/spr_30_1.pdf.
Society for Adolescent Medicine, Ad Hoc *Corporal Punishment Committee (2003). Corporal punishment in schools: Position paper of the Society for Adolescent Medicine.* Journal of Adolescent Health, 32, 385–393.

32 E. Gershoff and S. Font, "Corporal Punishment in U.S. Public Schools: Prevalence, Disparities in Use, and Status in State and Federal Policy" *Social policy report* vol. 30 (2016): 1.

33 J. Marsh, S. McKibben, H. Hough, M. Hall, T. Allbright, A. Matewos, C. Siqueira, *"Enacting social-emotional learning: Practices and supports employed in CORE districts and schools,"* (Stanford, CA: Policy Analysis for California Education, April 19, 2018).

34 P. Jennings and M. Greenberg, "The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcome," *Review of Educational Research* 79, no. 1 (2009): 491-525.

35 Berman et al.

36 Ibid.

37 Taylor et al.

38 Durlak et al.

39 C. Belfield, A. Bowden, A. Klapp, H. Levin, R. Shand, and S. Zander, "The Economic Value of Social and Emotional Learning," *Journal of Benefit-Cost Analysis* 6, no. 3 (2015): 508-544.

40 M. Spellings and J. Bridgeland, *"Final report"* (Washington: White House Task Force for Disadvantaged Youth, 2003).

PHOTO CREDITS: