A VISION FOR EXPANDED LEARNING IN CALIFORNIA

Social Emotional Learning Planning Team

Recommendations to create consistently positive Social Emotional Learning experiences for children and youth all day and all year.

APRIL 2018

Contents

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This document represents the culmination of the time, dedication, hard work, and resources of many individuals and organizations. The Expanded Learning Division (EXLD) of the California Department of Education (CDE) would like to acknowledge the committee members' contributions and express our deepest gratitude to all of those involved in this process.

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Background

Strategic Planning Background

In January 2014, the Expanded Learning Division (EXLD) of the California Department of Education (CDE) released the strategic plan, *A Vision for Expanded Learning in California*. Since that time collaborative processes were defined to meet the various objectives. In most instances collaborative work groups were formed to tackle these objectives. The Social Emotional Learning Planning Team (SEL Planning Team) is one of these groups.

SEL Planning Team Purpose

The SEL Planning Team was formed to address Objective 4.5.1 (see below) from the Expanded Learning/K–12 Integration Initiative of the strategic plan. The planning team was formed to provide recommendations to the EXLD regarding the types of supports and structures the EXLD should design and execute to better integrate social emotional learning (SEL) into the System of Support for Expanded Learning (SSEL)[1] that is funded by the EXLD. This will result in Expanded Learning[2] programs across the state receiving technical assistance to deepen SEL opportunities for students and foster alignment around SEL strategies with the school day.

Expanded Learning/K–12 Integration Initiative
Goal 4.5
K–12 and Expanded Learning work together to implement strategies that lead to growth (social, emotional, behavioral) and learning (cognitive) for children and youth.
Objective 4.5.1
Expanded Learning and K–12 develop and demonstrate a shared commitment to improved student outcomes across academic, social, emotional, and physical domains.

SEL Planning Team Context

When the SEL Planning Team was formed there was a convergence of opportunities supporting Expanded Learning and SEL. These opportunities provide important context to the recommendations developed by the planning team:

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[1] The purpose of the SSEL is to build the capacity of Expanded Learning programs to meet all grant requirements defined in California statute and to promote high quality programs and services. The SSEL consists of EXLD staff, designated county leads/staff and contracted Technical Assistance (TA) providers.

[2] Expanded Learning refers to before and after school, summer, and intersession learning experiences that develop the academic, social, emotional, and physical needs and interests of students. Expanded Learning opportunities should be hands-on, engaging, student-centered, results-driven, involve community partners, and complement learning activities in the regular school day/year.

- The Expanded Learning Division is focused on helping high quality Expanded Learning programs increase the quality and frequency of opportunities for students to develop social and emotional skills.

- California is one of seven states selected to be part of the Center for Academic and Social Emotional Learning (CASEL) Collaborating States Initiative (CSI). The CDE CASEL state team is working to inform state policy around the implementation of SEL in California education. It involves several Expanded Learning leaders from across the state. (See p.7 for more information on the CSI Team's SEL Guiding Principles.)

- With School Climate as Priority 6 of the Local Control Accountability Plan (LCAP) for California's local school districts, there is a new opportunity for high quality Expanded Learning programs to become strong collaborative partners with K–12 leadership to help students succeed. Recently the State Board of Education adopted a Self-Reflection Tool for Priority 6 to help Local Educational Agencies (LEAs) determine if they meet adopted standards for the priority area.

- California's Expanded Learning programs are well positioned to support SEL because of their expertise in the field of positive youth development (PYD), and their commitment to addressing the opportunity gap. The links between PYD, the California Quality Standards for Expanded Learning[3] and social emotional practices are defined in a report developed by field stakeholders called Student Success Comes Full Circle.

SEL Planning Team Journey

The SEL team was formed early in 2017 with the leadership of Michael Funk and Heather Williams as the EXLD Co–Leads and Katie Brackenridge from Partnership for Children and Youth as the Field Co–Lead. Planning team members were recruited to represent a diverse group of stakeholders and the group began convening in April 2017 with a final meeting held in February 2018 to finalize the work of the group.

Selected team members were comprised of a diverse group of representatives from Expanded Learning programs throughout California including rural locations. Members also represented various stakeholder groups including EXLD staff, county leads/staff, SEL organizations, K–12 educators, and Community Based Organizations (CBOs). Selected members were required to commit 10 hours of work per month for the duration of one year. Participation included attending in-person meetings, sub-group conference call meetings and additional time performing individual planning and preparation work in between meetings.

This document represents the culmination of the SEL Planning Team's work as well as their final recommendations to the EXLD.

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[3] The Quality Standards for Expanded Learning were created with extensive field input and adopted by CDE in 2014. They are embedded in many of the structures that support Expanded Learning in California including the 21st Century Community Learning Centers (CCLC) grant making process and the cycle of quality improvement that is a legislated requirement for all CDE EXLD grantees.

SEL Guiding Principles from the CA CSI Team

Working on a parallel track to the SEL Planning Team, the California CSI Team released its Social and Emotional Learning Guiding Principles for California in February 2018. (See **Appendix A**) With several members on both the CSI and SEL Planning Teams, there is consistency between our recommendations and the SEL Guiding Principles. Specifically, the Guiding Principles call out the importance of embedding SEL into all contexts, promoting collaboration across sectors and functions, and developing and supporting adults' social emotional skills as well as students'. As with our recommendations, the Guiding Principles identify SEL as a key strategy of an educational system committed to equity and eliminating the opportunity gap.

Understanding SEL

There was much discussion of the meaning of SEL among the SEL Planning Team. There was also a recognition that California's size, diversity, and desire for local decision-making preclude one state-adopted definition or framework for SEL. Instead, the group's discussion were based on a common understanding of SEL as described by CASEL:

> *Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.*

While the group chose not to recommend endorsement of one SEL framework, it did recognize the importance of shared language and clear decisions at the local level about specific SEL outcomes. Several frameworks that are already in use in some California districts and have significant overlap include:

CASEL	CORE (California Office to Reform Education)	Expanded Learning 360/365
Self–Management Self–Awareness Social Awareness Relationship Skills Responsible Decision-Making	Self–Management Social Awareness Self–Efficacy Growth Mindset	Self–Management Self–Awareness Social Awareness Interpersonal Skills Self–Efficacy Growth Mindset

For more information about these frameworks, please visit their websites.

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The following report contains recommendations for consideration by the Expanded Learning Division. In most instances implementation of these recommendations will provide additional opportunities for engagement with the field.

Summary Recommendations

Below is a summary of the recommendations. More detail for each recommendation can be found in the following section. The recommendations describe specific actions and structures.

Overarching themes through these recommendations include:

1. The need to build on existing initiatives - like the rollout of the [Quality Standards for Expanded Learning in California](#) - and infrastructure - like the statewide System of Support for Expanded Learning.
2. The importance of creating bridges between Expanded Learning and other SEL-related initiatives/fields.
3. The development of adult social and emotional skills, through training and coaching, to ensure that they have the capacity to support young people's SEL.
4. A focus on cultural shifts that embed SEL into all strategies and environments, as opposed to prescribing a particular program or curriculum.

The recommendations fall within six categories where the EXLD can promote SEL and coherence between Expanded Learning and the school day. The categories are areas of existing influence within the EXLD infrastructure and the statewide system that can be leveraged to influence change across the field.

The recommendations represent a consensus from the group. There were, however, varying opinions from planning team members on some of the more detailed aspects of the recommendations. In some instances, concerns or differing opinions are reflected in the detailed recommendations as additional items for the EXLD to consider when reviewing the recommendations.

Category	Summary of Recommendations
Assessment	● Within the Quality Standards and Quality Standards in Action[4], explicitly identify and highlight standards and practices that support SEL. ● Develop, disseminate, and train on SEL assessment tools.
Collaboration	● Support collaboration around SEL at all levels—state, county, district. ● Create an SEL Planning Team 2.0 that includes more K–12, SEL experts and university representation as well as Expanded Learning representation to move these recommendations forward.

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[4] Quality Standards in Action refers to the examples of quality practices listed under each Quality Standard that describe the standard in action at the program, staff, and participant level.

Category	Summary of Recommendations
Communications	● Improve EXLD's communications channels to multiple stakeholders within and beyond the Expanded Learning field. ● Establish a central interactive hub of SEL resources and information and disseminate it through a strengthened communication network.
Grant Guidelines/ Requirements	● Update the 21st Century Community Learning Centers (CCLC) and Afterschool and Education and Safety (ASES) Request for Applications (RFAs) and ASES Renewal Applications to include explicit statements about the role of Expanded Learning in supporting SEL. ● Redesign ASES Program Plans[5] to include quality, Continuous Quality Improvement (CQI), and SEL as defined by CDE.
Policy	● Engage in School Climate evaluation and capacity building conversations to ensure role of Expanded Learning in supporting SEL and School Climate and Culture is embedded in new systems and materials. ● Ensure that actions coming from the California Collaborating States Initiative Team continue to consider the role of Expanded Learning in context of statewide initiatives like the Multi–Tiered Systems of Support (MTSS), School Climate and Culture, Health Framework, Family Engagement, etc. and work to secure a "seat at the table" for Expanded Learning representatives in these statewide initiatives. ● Leverage recent reorganization of CDE's branches[6] to build connections and strategies across related fields, for example, early education, college career, English Learners, Special Education, etc.
Technical Assistance[7] (TA)/ Professional Development (PD)	● Strengthen the System of Support for Expanded Learning capacity and requirement to support SEL among grantees. ● Invest in statewide and regional intermediaries to increase the volume and quality of statewide TA/PD. ● Sponsor and promote a mechanism (e.g.: badges, certification) that validates staff training history and experience, and allows staff to communicate and transfer these trainings to new positions in the Expanded Learning field.

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[5] ASES grantees are required to submit program plans when their initial grants are awarded and to update these plans when there are changes.

[6] CDE re-organized its branches beginning in January 2017 allowing for new levels of communication and coordination among divisions within a branch.

[7] Technical Assistance (TA) has been defined as ongoing, needs-driven support services to create effective and quality Expanded Learning programs. TA includes coaching, training, resource brokering, mentoring, consultation, and facilitation.

Detailed Recommendations

Below you will find context for each category and more detail for each of the recommendations. While the specific recommendations represent a consensus from the SEL Planning Team, additional information under each recommendation was provided by small groups of team members, including the following:

- rationale,
- resources (resources needed to implement recommendation),
- target audience (those who will be impacted by the implementation of the recommendation),
- timeline (by quarters (Q) and fiscal years (FY)).

See **Appendix B** for detailed list of potential resources and target audience. These small groups also added "additional considerations" when they felt it necessary. This more detailed information was not voted on or approved by the planning team. It was intended to provide additional context to the EXLD to support implementation.

ASSESSMENT

Context: The EXLD requires that its grantees implement a Continuous Quality Improvement (CQI) process that includes assessment of program quality as defined by the California Quality Standards for Expanded Learning. It also provides guidance and tools for the implementation of the CQI.

Explicitly Connect SEL to the Quality Standards

Recommendation:
Within the Quality Standards and Quality Standards in Action, explicitly identify and highlight standards and practices that support SEL. ● Where possible, align language to, or reference, the California Healthy Kids Survey and other tools being used to assess School Climate and Culture.

Rationale:
Each Point-of-Service[8] Quality Standard can foster SEL skill development. Connecting SEL explicitly to the Quality Standards will ensure SEL is embedded in the CQI process, quality improvement plans, statewide training, the 21st CCLC request for proposals and its rubric. This one action has ripple effects through CDE systems and structures, and across multiple stakeholder groups–from districts to school sites to community partners to TA providers.

[8] The Quality Standards are split into Point-of-Service Quality Standards and Programmatic Quality Standards. Point-of-Service standards are focused on the quality of service directly provided to students while Programmatic standards typically occur at the program management level.

Explicitly Connect SEL to the Quality Standards

Resources:
EXLD Staff
Field Input/Planning Team
Funding
Research, Other State Standards

Target Audience:
CBOs
EXLD
Expanded Learning Stakeholders
SSEL County Leads/Staff
SSEL TA Contractors & Other TA Providers

Suggested Timeline:
To begin in Q4 FY 17–18 (or sooner).

Additional Considerations/Notes:
● Consider a small group to spearhead and seek field input on draft.   ● It is important to note that the quality standards are grounded in PYD principles which are foundational to SEL.

SEL Assessment Tools

Recommendation:
Develop, disseminate, and train on SEL assessment tools, including: ● Revise the California Quality Self–Assessment Tool[9] (QSAT) to specifically reference SEL related practices and include an observation component (in progress);   ● Develop (or adapt existing) and disseminate SEL self-assessment tool for staff and organizations for adult SEL practice;   ● Communicate the value of using these tools to gather data for the assessment phase of the CQI;   ● Develop TA/PD resources–including training modules, coaching and peer to peer supports linked to the assessment tools that support debriefing, reflection and planning. As possible, ensure that grantees in all regions have access to SEL resources and supports based on grantees unique needs.

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[9] The California Quality Self-Assessment Tool (QSAT) is specifically called out in this recommendation because it is used by many CDE EXLD grantees as part of the required CQI and was developed in partnership with CDE. While there is much overlap, it was developed before the Quality Standards so it does not currently align directly to the Quality Standards.

SEL Assessment Tools

Rationale:
Assessment tools are a core component of the required CQI process. Providing assessment tools that align to SEL will give staff at multiple levels—district, site, community partners—a common language and understanding for effectively delivering high-quality SEL practices.

Resources:
EXLD Staff
Field Feedback on Tool
Funding
Technology (Communication)
Research (Other State Practices/Tools)

Target Audience:
CBOs
EXLD
Expanded Learning Stakeholders
SSEL County Leads/Staff
SSEL TA Contractors & Other TA Providers

Suggested Timeline:
Revising the QSAT to begin in Q3 FY 17–18.
Remainder of work to begin in Q3 FY 18–19.

Additional Considerations/Notes:

- CDE does not endorse or promote a specific assessment tool. We recommend that the EXLD continue this agnostic approach, but that it encourages grantees to select assessment tools aligned to SEL strategies.
- Assessment strategies should focus on measuring the positive conditions that foster SEL.
- Consider the possibility of aggregating assessment data across the state to communicate Expanded Learning quality and alignment with SEL. Use communication infrastructure to share this data.
- Consider requiring the assessment data to be tied to changes in grantees program plans.
- Consider supporting grantees to leverage available data sources like the new California School Dashboard and the California Healthy Kids Survey data as part of the EXLD CQI process related to social emotional learning and development.

COLLABORATION

Context: The CDE EXLD serves as a champion and convener around Expanded Learning issues in different venues and stakeholders.

Collaboration at All Levels

Recommendation:

Support collaboration around SEL at all levels—state, county, district—by:
- Championing Expanded Learning within CDE divisions and among statewide advocates for related initiatives;
- Tracking and sharing changes in K–12 initiatives and landscape that Expanded Learning stakeholders can connect to;
- Providing messaging (and contacts where possible) to SSEL staff, other county and district level stakeholders for local collaboration.

Rationale:

With intentional effort around collaboration and messaging, SEL can become a bridge between Expanded Learning and the school day by providing stakeholders at multiple levels a new platform to develop and pursue shared goals for supporting young people's readiness to learn.

Resources:

All—See Appendix B

Target Audience:

All—See Appendix B

Suggested Timeline:

To begin in Q1 FY 18–19, and continue on an ongoing basis.

Additional Considerations/Notes:

- Consider support to grantees in using shared SEL goals to develop true buy-in and true collaboration.
- Communicate the rationale for stronger collaboration to all stakeholders.

SEL Planning Team 2.0

Recommendation:

Create an SEL Planning Team 2.0 that includes more K–12, SEL experts and university representation as well as Expanded Learning representation to move these recommendations forward.

Rationale:

Consistent with the EXLD's ongoing commitment to co-creation with the field, this recommendation creates additional opportunities for K–12 and Expanded Learning stakeholders to provide advice and support around SEL implementation and solidifies their shared commitment to the work.

SEL Planning Team 2.0

Resources:
All—See Appendix B

Target Audience:
All—See Appendix B

Suggested Timeline:
To begin in Q1 FY 18–19.

Additional Considerations/Notes:
- The planning team should be a balance of all stakeholders, especially Expanded Learning and school day stakeholders.   - Consider holding a year end final meeting, social event with team to celebrate and connect.   - Ensure that there is a clear plan and understanding that the SEL Planning Team 2.0's purposes is to support implementation of the recommendations.

COMMUNICATIONS

Context: The CDE EXLD manages and/or influences multiple communication channels to its grantees and stakeholders, including regional and statewide conferences and meetings, website and listservs, emails through the System of Support and directly to grantees, and social media.

Communication Channels

Recommendation:
Improve EXLD's communications channels to multiple stakeholders within and beyond the Expanded Learning field. ● Audit existing networked communication structure that includes CDE, EXLD, Expanded Learning in California website/social media, California Afterschool Network (CAN), SSEL, and the field ● Create a networked two-way communication strategy and plan that effectively gathers data from the field and disseminates information from state to site–based on audit

Rationale:
Communication across California's broad education and Expanded Learning landscape is an on-going challenge. Strengthening the system to ensure two–way communication between the field and CDE and reach across district, site, and community stakeholders is a priority.

Resources:
CDE Technology Services Division Data EXLD Staff Field Input Funding Planning Team SSEL County Leads/Staff SSEL TA Contractors Technology (social media, web development, list serves, etc.)

Target Audience:
Expanded Learning Staff K–12 Leadership (Site, District, County, Regional, and Statewide) CBOs SSEL County Leads/Staff SSEL TA Contractors Other Interested Parties

Communication Channels

Suggested Timeline:
Audit Findings: Q1 FY 18–19 – Q2 FY 18–19.

Planning: Q3 FY 18–19 – Q4 FY18–19.

Implementation: to begin in Q1 FY 19–20 and continue on an ongoing basis.

Additional Considerations/Notes:

- Collaboration in Common[10] could be utilized as part of the communication network.

SEL Resource Hub

Recommendation:

Establish a central interactive hub of SEL resources and information and disseminate it through a strengthened communication network.
- Identify lead curator for the SEL Resource Hub.
- Define roles for key entities within the communication network.
- Continuously improve the hub and communication network to at least include:
  - Centralized messaging and agreed-upon terms/SEL frameworks that explain how SEL fits within Expanded Learning;
  - Simple clear messaging materials (modeled after the Learning in Afterschool and Summer principles and/or the 360/365 infographic) that help people concretely explain and understand SEL in the Expanded Learning context;
  - Links to existing compendia and websites like the CASEL Collaborating States Initiative Team Compendium currently in development;
  - Case studies, videos and testimonials about effective SEL related programs and alignment practices;
  - Professional development tools;
  - Assessment, planning and implementation tools;
  - Research and policy updates;
  - Events/highlights from the field.

Rationale:

People benefit from concrete examples and proven practices, and they need guidance to navigate the extensive supply of existing SEL resources and tools.

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[10] Collaboration in Common connects educators from across California to the best resource available to them: other educators. Collaboration in Common allows educators, teams and organizations to discover colleagues and communities, and curate, organize, and share resources to further professional learning. https://collaborationincommon.org

SEL Resource Hub

Resources:
Setup: ● EXLD Staff ● Contract Development ● Funding ● Technology Resource Review: ● Expertise ● Field Input ● Reviewers ● Technology
Target Audience:
CBOs Expanded Learning Staff K–12 Staff/Stakeholders Other Interested Parties
Suggested Timeline:
Hub Setup (including review of initial resources): Q1 FY 18–19 – Q4 FY 18–9. Hub Available (and ongoing review of resources): to begin in Q1 FY 19–20 and continue on an ongoing basis.
Additional Considerations/Notes:
● Need to identify what kind of vetting or quality control would be needed beyond a curator. Consider how resources and information is kept up to date and relevant. ● May also run into challenges with accessibility and other technology requirements. ● The work should be completed in stages.

GRANT GUIDELINES/REQUIREMENTS

Context: The CDE EXLD administers $600 million of funding through the state ASES program and about $130 million in federal 21st CCLC grants. It establishes grant guidelines and requirements through the RFA and Renewal Applications process and other guidance.

Updated RFAs

Recommendation:

Update the 21st CCLC and ASES RFA and ASES Renewal Applications to include explicit statements about the role of Expanded Learning in supporting SEL, including:
- Revising the 21st CCLC Rubric to include Quality Standards with explicit SEL references (see Assessment Recommendation above);
- Adding explicit SEL references in introductory narratives/purpose statements about the grant programs;
- Add language to the introductory narratives/purposes statements to encourage coherence and collaboration between the K–12 regular day and Expanded Learning;
- Providing guidance about SEL language, frameworks, and resources in the Frequently Asked Questions;
- Ensuring the SEL language being used is consistent with language/requirements being developed for K–12 SEL related initiatives.

Rationale:

Applications for funding impact program design and will reinforce shared language and understanding around SEL.

Resources:

EXLD Staff

Target Audience:

Expanded Learning and K–12 Stakeholders

SSEL County Leads/Staff

SSEL TA Contractors & Other TA Providers

Suggested Timeline:

To begin in Q4 FY 17–18.

Additional Considerations/Notes:
- Seek input from stakeholders when possible.

Program Plans

Recommendation:
Redesign ASES Program Plans to include quality, CQI and SEL as defined by CDE.

Rationale:
Including quality, CQI and SEL in the ASES Program Plans will further reinforce these concepts and the requirement that they are included in program design.

Resources:
EXLD Staff Field Input SEL Planning Team 2.0

Target Audience:
Expanded Learning Stakeholders K–12 Stakeholders SSEL County Leads/Staff SSEL TA Contractors & Other TA Providers

Suggested Timeline:
To begin in Q3 FY 17–18.

Additional Considerations/Notes:
● Consider restructuring the Program Plan as part of the CQI process to make it a reflection and planning tool.

POLICY

Context: The CDE EXLD leadership advises and advances policy issues related to implementation of ASES and 21st CCLC funding, and Expanded Learning's role in K–12 education.

School Climate and Culture

Recommendation:

Engage in School Climate evaluation and capacity building conversations at the state level to ensure the role of Expanded Learning in supporting SEL and School Climate is embedded in new systems and materials.
- Identify and promote research–based evidence of Expanded Learning role in SEL and School Climate.

Rationale:

The Expanded Learning field has extensive expertise in PYD and SEL, and can be a helpful partner in the K–12 community's efforts around school climate and culture.

Resources:

Data

EXLD Staff

Field Input

Planning Team

Research

Target Audience:

CBOs

CDE Leadership

EXLD Leadership

Expanded Learning Advocates

K–12 Advocates

Policymakers

SSEL County Leads/Staff

SSEL TA Contractors & Other TA Providers

Suggested Timeline:

To begin in Q3 FY 17–18 and continue on an ongoing basis.

School Climate and Culture

Additional Considerations/Notes:

"School Conditions and Climate" generally refers to *the character and quality of school life. This includes the values, expectations, interpersonal relationships, materials and resources, supports, physical environment, and practices that foster a welcoming, inclusive, and academically challenging environment. Positive school conditions and climate ensure people in the school community (students, staff, family, and community) feel socially, emotionally, and physically safe, supported, connected to the school, and engaged in learning and teaching.*

Currently EXLD staff are engaged with CDE's School Climate and Conditions Work Group (CCWG)[11]. CDE convened the CCWG to support further policy development in the area of school climate, Local Control Funding Formula (LCFF)[12] Priority 6, and in relation to the broader context of school conditions. The review of broader aspects of school climate will also inform the assessment of performance relevant to additional LCFF Priorities 1, 2, 3, 7, 8, 9, and 10. The CDE will use the work of the CCWG to support the development of a set of recommendations regarding school conditions and climate metrics.

Statewide Initiatives

Recommendation:

Ensure that actions coming from the California Collaborating States Initiative Team continue to consider the role of Expanded Learning in context of statewide initiatives like MTSS, School Climate and Culture, Health Framework, Family Engagement, etc. and work to secure a "seat at the table" for Expanded Learning representatives in these statewide initiatives.

Rationale:

As above, Expanded Learning expertise could be helpful to multiple statewide initiatives.

Resources:

EXLD Staff

Planning Team

Data & Research

Field Input

SSEL County Leads/Staff

SSEL TA Contractors

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[11] For more information on the CCWG visit:
https://www.cde.ca.gov/be/pn/im/documents/memo-ocd-oct17item01a1.pdf

[12] For more information on LCFF please visit: https://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp

Statewide Initiatives

Target Audience:
CDE Leadership
EXLD Leadership
Expanded Learning Advocates
K–12 Advocates
SSEL County Leads/Staff
SSEL TA Contractors & Other TA Providers

Suggested Timeline:
To begin in Q3 FY 17–18 and continue on an ongoing basis.

Additional Considerations/Notes:
N/A

CDE Reorganization

Recommendation:
Leverage recent reorganization of CDE's branches to build connections and strategies across related fields, for example, Early Education, College and Career, English Learners, Special Education, etc.

Rationale:
Starting at the state level, SEL can be embedded into, and create a bridge across multiple initiatives, supporting a seamless experience for young people.

Resources:
EXLD Staff
Field Input
SSEL County Leads/Staff
SSEL TA Contractors

Target Audience:
CDE Leadership
EXLD Leadership
K–12 District and Site Leadership
Higher Education
New State Superintendent for Public Instruction (takes office in Jan 2019)

CDE Reorganization

Suggested Timeline:
To begin in Q2 FY 18–19.

Additional Considerations/Notes:
N/A

TECHNICAL ASSISTANCE (TA)/PROFESSIONAL DEVELOPMENT (PD)

Context: The CDE EXLD supports TA and PD through its SSEL, including county office of education (COE) staff, CDE staff, and statewide TA organizations including the ASAPconnect and CAN.

SSEL Capacity

Recommendation:

Strengthen the System of Support for Expanded Learning capacity and requirement to support SEL among grantees by:
- Defining expectations for SSEL staff around SEL, and providing examples of strategies to strengthen SEL among grantees;
- Making SEL a standing agenda item at System of Support meetings, including defining shared language around SEL;
- Leveraging intermediary organizations' expertise to provide SEL Training of Trainers to SSEL staff, including sharing tools and processes for training staff;
- Requiring SSEL staff to provide SEL training to programs, possibly including communities of practice for districts interested in stronger alignment around SEL.

Rationale:

This recommendation leverages the existing SSEL infrastructure to support SEL.

Resources:

EXLD Staff

Experts (SEL)

Funding

SSEL County Leads/Staff

SSEL TA Contractors

Target Audience:

EXLD Staff

SSEL County Leads/Staff

SSEL TA Contractors

Suggested Timeline:

To begin in Q4 FY 17–18 and continue on an ongoing basis.

Additional Considerations/Notes:
- Consider youth voice in implementation.

Statewide and Regional Intermediaries

Recommendation:
Invest in statewide and regional intermediaries to increase the volume and quality of statewide TA/PD, including: ● Providing quality TA[13] to build SEL knowledge, behaviors, practices, attitudes/mindsets and heartsets among adult practitioners and TA providers; ● Specific tools and activities to support SEL at the point of service; ● Training for line staff and site coordinators, supported by coaching provided by external TA providers and internal directors/managers; ● Leadership development and training for directors/managers to increase organizations' capacity to coach their own staff.

Rationale:
As above, this recommendation leverages the existing SSEL infrastructure and recognizes the full landscape of TA providers across the state.

Resources:
EXLD Staff Experts (SEL, TA Contractors) Funding SSEL County Leads/Staff SSEL TA Contractors

Target Audience:
CBOs Local Districts SSEL County Leads/Staff SSEL TA Contractors & Other TA Providers Statewide and Regional Intermediaries

Suggested Timeline:
To begin in Q3 or Q4 FY 18–19.

Additional Considerations/Notes:
● Consider how to incorporate youth voice in implementation of this recommendation. ● Given limited budgets of grantees, consider providing them with resources, or ideas for resources for TA/PD. ● Consider an approach that develops a capacity building model from the State (SSEL) to County Offices of Education to Local Districts/CBOs.

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[13] ASAPconnect: ASAP Quality TA Framework: http://www.asapconnect.org/asap-quality-framework

Validate Training

Recommendation:

Sponsor and promote a mechanism (e.g.: badges, certification) that validates staff training history and experience, and allows staff to communicate and transfer these trainings to new positions in the Expanded Learning field.

Rationale:

With high turnover and mobility in Expanded Learning jobs, staff would benefit from some standardized way of documenting and validating training so it can be transferred to and valued in new positions and organizations.

Resources:

EXLD Staff

Field Input

Funding

Research (Badging Practices and Technologies)

Technology (Badging Platform with Maintenance Costs)

Target Audience:

Local Districts

CBOs

Program Staff

SSEL County Leads/Staff

SSEL TA Contractors & Other TA Providers

Suggested Timeline:

To begin in Q3 or Q4 FY 19–20.

Validate Training

Additional Considerations/Notes:
- Encourage staff to enroll in higher education opportunities and access PYD certificates, where available.   - Much of what you need to facilitate strong SEL practice is not just knowledge acquired, but based on experiences felt. Attentions should be given to ensuring there is opportunity for experiential learning. When developing this training module.   - Training is only one component of PD. Consider validating more than just training, if possible validate all formal professional growth and development activities.   - Highlight the variety of ways staff/leaders can develop: training, coaching, fellowships, Professional Learning Communities (PLCs), etc.   - Validating training is a complicated task, but it could be linked to the strategic communication network.   - Validating training would likely require developing a training model, identifying desired competencies, identifying an appropriate badging platform, identifying a way to accurately track and monitor completion of training and maintenance of the system.

Next Steps

These recommendations have been submitted for consideration to the California Department of Education, EXLD and to the CASEL California Collaborating States Initiative Team. In most instances, implementation of these recommendations will provide additional opportunities for engagement with stakeholder groups.

Presentations

The planning team's recommendations will be presented in several settings. EXLD may take into account feedback from these groups, as well as prioritization and feasibility when considering implementation of these recommendations. Presentations will include but will not be limited to:

- Curriculum and Instruction Steering Committee Conference on February 21, 2018

- The Before & After School Advisory Committee on April 24, 2018

- The Best of Out-of-School Time Conference on May 2, 2018

- Statewide System of Support for Expanded Learning Convenings

Implementation Committees/Workgroups

The EXLD often implements such recommendations through various work groups and committees. These groups typically are co-led by someone within EXLD and someone from the field and the group is comprised of a mix of EXLD staff and stakeholders. Some of these recommendations build on existing work including work in progress by existing workgroups. Where appropriate, members from the SEL Planning Team may be invited to participate in these groups. In other instances recommendations may require the formation of new groups. EXLD will, either themselves, or with partners, convene co-led groups that incorporate SEL Planning Team members and other stakeholders.

Appendix A: California's Social and Emotional Learning Guiding Principles

[Beginning on the next page]

California's Social and Emotional Learning
Guiding Principles

1 **Adopt Whole Child Development as the Goal of Education**

2 **Commit to Equity**

3 **Build Capacity**

4 **Partner with Families and Communities**

5 **Learn and Improve**

FOREWORD

Representatives from more than 20 California education organizations and systems, in partnership with the California Department of Education, have come together to affirm social and emotional learning as an essential part of a well-rounded, quality education in all youth-serving settings.

The following Social and Emotional (SEL) Guiding Principles (Principles) are intended to inform and support strong SEL practice across the state based on the collective experience of the contributors. A robust body of research tells us that when evidence-based SEL programming is implemented well, academic achievement increases as does student well-being. [1] Those results not only persist over time and lead to better relationships and life outcomes for students across all socioeconomic and racial groups, but can also save our schools and society as much as $11 for every $1 invested. [2, 3]

A recent consensus statement by The Aspen Institute's National Commission on Social, Emotional, and Academic Development's Council of Distinguished Scientists asserted that "[i]ntegrating social and emotional development with academic instruction is foundational to the success of our young people, and therefore to the success of our education system and society at large." [4]

The integration of SEL to promote equity and address the needs of the whole child, and educators, is supported by many of our current policies, standards, funding and decision-making mechanisms, including Local Control and Accountability Plans (LCAP).

As education leaders and their stakeholders are beginning or continuing integration of SEL in schools, districts, and youth-serving organizations, the Principles can be a resource in a variety of ways: in the development of LCAP goals; for roll out of the Multi-Tiered System of Support (MTSS); to set school or district leadership team priorities; to inform the design of professional learning, instructional approaches, and curricula adoption; in determining assessment methodologies and tools; and, in the building of coalitions of families and community stakeholders.

The Principles should be refined to meet the unique needs of each community and can be used to measure progress toward shared social and emotional learning goals. To model a learn and improve approach, CDE and partners plan to update the Principles as they are put to the test in the field and input is received from learning communities across the state.

INTRODUCTION

To achieve the California Department of Education's mission and vision, our schools must support every child's unique journey to fulfill their potential by providing:
- an equitable, culturally responsive education,
- academic, social, and emotional learning, and
- safe, engaging, inclusive environment.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines social and emotional learning as "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." Importantly, all learning is contextual and relationship- driven and SEL can serve as a lever to enhance equity, build positive climate and culture, and foster a sense of belonging among all community members.

The following Guiding Principles are designed to build on the implicit and explicit SEL practices already happening in many schools and to promote the intentional use of evidence and research-based practices to guide decision-making.

These Guiding Principles seek to empower local stakeholders to continue to advance SEL in ways that meet the needs of their specific contexts and populations.

1 Adopt Whole Child Development as the Goal of Education

Take a systems approach to promoting student academic, social, and emotional learning, physical well-being, and college, career, and civic life readiness. [5] Name SEL as not a "nice to have," but a "must have" to ensure student success in school, work, and community.

A. **Systems change:**
Embed and promote SEL across all education and youth development systems and structures, including but not limited to: vision statements, strategic plans, budgetary decisions, staffing, professional learning, school-wide policies, curricular adoption criteria, instructional practices, and instructional quality assessments. [6]

B. **Diverse and inclusive leadership teams:**
Systems change is most effectively driven by bringing together educator, student, family and community member representatives of varied gender, racial, ethnic and socioeconomic backgrounds.[7]

C. **Social and emotional skills development:**
Students and adults must have opportunities to practice, demonstrate, and reinforce social and emotional skills within the context of supportive relationships. [8] Additionally, social and emotional skills instruction and integration into academic content areas contribute to a comprehensive approach. [9]

D. **Student-centered discipline policies and practices:**
Discipline policies that are aligned with promoting social and emotional growth, as opposed to punishment and exclusion, have been shown to yield the strongest student outcomes, while offering the opportunity to repair harm and build community. [10, 11, 12]

E. **Climate and culture:**
SEL and school climate are interrelated and reciprocal. A positive school climate and culture can be developed when community members are building strong social and emotional skills. [13, 14]

2 Commit to Equity

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

A. Address the opportunity gap:
Opportunities to build SEL skills must be offered to all students and not be determined by race, ethnicity, national origin, religion, age, sex, sexual orientation, gender identity, disability, language, socioeconomic status, documentation status, and/or ZIP code.

B. Ensure representation:
When the educator workforce is representative of, and connected to, the student body, academic, social, and emotional outcomes improve for students. [15, 16, 17]

C. Student and adult-led:
SEL efforts are most effective when schools are participatory and engaging and diverse student voices are included in decision-making and improvement efforts. [18, 19]

D. Healing-informed:
Educational experiences must seek to counteract the institutional and structural biases and related traumas that often drive inequitable outcomes for students. [20]

3 Build Capacity

Build the capacity of both students and adults through an intentional focus on relationship-centered learning environments and by offering research-based learning experiences that cultivate core social and emotional competencies. [21, 22]

A. Positive relationships and belonging:
To cultivate resilience to adversity and build the foundation for social and emotional growth, ensure every student and adult feels that they belong, have value, and have a network of caring peers to rely on. [23, 24, 25, 26]

B. Student and adult competencies
Identify specific, research-based social and emotional competencies to address, such as self-awareness, self-management, social awareness, relationship skills and responsible-decision making, or related pro-social mindsets and affective skills. Ensure common definitions of competencies are used. [27]

C. Developmental standards:
To bring intentionality to practice, identify SEL teaching and learning standards or indicators that are responsive to student strengths and needs. [28]

D. Pre-service training and ongoing professional learning:
Schools of education and ongoing professional learning should address student social and emotional development as well as personal growth strategies, including addressing bias, among those working with children, such as educators and other adult staff. [29, 30]

4 Partner with Families and Community

Maximize the resources of the entire school community, including expanded learning opportunities, early learning and care programs, and family and community partnerships, to advance SEL and student well-being. [31]

A. Family engagement:
Provide families with options for meaningful contributions to, and participation in, their child's learning experience to build respectful, mutually beneficial relationships. [32, 33]

B. Expanded learning:
Establish shared goals across all youth serving settings, such as after school programs and summer learning programs, to leverage capacity and increase shared responsibility for positive student outcomes. [34]

C. Early learning:
Consider the inclusion of early learning and care programs as SEL systems are developed. [35, 36]

D. Community partnerships:
Address the basic needs of students and families, including social and emotional well-being, through partnerships with community-based organizations and other local stakeholders. [37, 38]

5 Learn and Improve

Adopt continuous improvement practices and use evidence to guide decision-making while aiming to enhance the quality of student social and emotional learning opportunities. Use data to inform improvement of instructional and school practices, not for accountability purposes. [39, 40]

A. Implementation plans and progress monitoring:
To drive high quality implementation, conduct comprehensive planning, monitor implementation, and adopt policies and practices which highlight places where additional resources or supports are most necessary. [41]

B. Measurement:
Educators working to improve students' social and emotional skills should track linked outcomes such as school climate and the quality and quantity of opportunities for students to learn and practice social and emotional skill building in both the school day and expanded learning settings. Educators that choose to directly assess students' social and emotional skills should use evidence-based, improvement-focused tools.[42]

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Appendix B: Resources and Target Audiences

Below is a list of potential resources and target audiences that may be relevant to individual recommendations. While fairly comprehensive, this list does not necessarily include all possible resources or audiences.

Resources

- Data
- EXLD Staff
- Experts (SEL, Communications, etc.)
- Field Input
- Foundations
- Funding (Public or Private)
- Higher Education
- Planning Team
- Research
    - Other State Practices/Examples
- SSEL County Leads/Staff
- SSEL TA Contractors and Other TA providers
- Technology

Target Audiences

- CDE Leadership
- CBOs
- Corporate/Business Leaders
- EXLD Leadership
- EXLD Staff
- Expanded Learning Advocates
- Expanded Learning Staff/Stakeholders
    - Expanded Learning District Coordinators
    - Expanded Learning Program Managers
    - Expanded Learning Site Coordinators
    - Expanded Learning Line Staff
- Funders
- Higher Education
- Juvenile Justice Organizations
- K–12 Advocates
- K–12 Staff/Stakeholders
    - K–12 district leadership
    - K–12 district mid-level managers

- ○ K–12 school site leadership
- ○ K–12 teachers
- ○ Other K–12 direct service staff (i.e.: counseling, custodial, food services)
- Parents/Parent Organizations
- Policymakers
- Researchers
- SSEL County Leads/Staff
- SSEL TA Contractors and Other TA providers
- Students/Youth Councils