

Social Emotional Learning (SEL) Landscape Scan

November 2023



Table of Content

Executive Summary	3
Purpose and Methodology	5
Overview of SEL	8
National SEL Landscape	15
DC System-wide Support for SEL	23
DC School-level Models and Approaches	36
Strengths, Gaps and Recommendations	50

1 Executive Summary

Executive Summary – SEL Integration Models and Findings

The Office of the Deputy Mayor for Education (DME) conducted a Social Emotional Learning (SEL) Landscape Scan to understand how schools integrate SEL policies and practices, and the system-wide supports available to foster the development of students’ and adults’ socio-emotional competencies. The data collection and analysis for this scan occurred between January and July of 2023.

SEL Integration Models

Our research leverages data from the national SEL landscape, system-wide supports, local site visits, and the Collaborative for Academic, Social, and Emotional Learning (CASEL) to create a framework for school-level implementation of SEL in DC: **Isolated, Partial, and Full Integration**. We observed SEL integration across **7 focus areas: Instruction, Discipline, Multi-tiered System of Support (MTSS) Interventions, Staff Support, Family & Community Engagement, Vision, Goals & Data, and Equity**. Investment in the first four focus areas is crucial for schools to progress from an Isolated to a Full integration model.

SEL Model Findings

Of the focus areas, practices around **instruction, staff support, discipline and MTSS** were found to be critical for schools to integrate SEL to move from Isolated to Partial and beyond. Isolated schools emphasize academic excellence over SEL, and any SEL instruction is done during discrete times. In contrast, Full integration models embed SEL into the core academic curriculum, and students are recognized for their academic and SEL progress. The level of staff support provided on SEL seems to have a strong correlation with the level of integration, and more support appears to be critical for a partial or full model. Across models, all schools integrate SEL policies within discipline and MTSS structures to some extent, often using restorative practices, Positive Behavioral Interventions and Support (PBIS), and tracking academic, behavioral, attendance, and SEL data.

Our Recommendations

To support schools progressing from an Isolated to Partial and beyond model, our office proposes the following activities:

1. Align partner agencies on a **shared system-wide definition**, vision, and Theory of Action to SEL
2. Develop **SEL State Standards**
3. Identify the **preparation experiences necessary for teachers** to adequately support a Partial/Full Integration Model
4. Build and **organize a city-wide repository** to house SEL resources
5. Develop a pilot to **support schools in the implementation of the newly created SEL State Standards**
6. Develop a grant program building off the existing **Restorative Justice (RJ) Technical Assistance Grant**
7. Launch a **Citywide School Climate Survey**
8. Identify key research questions/areas for **additional learning and research partners**

2 Purpose and Methodology

Purpose

To ensure all students in DC have the socio-emotional skills - conflict resolution, self-management, positive decision-making, and relationship-building - to engage and thrive in DC's re-imagined high school pathways and beyond, the Office of the Deputy Mayor for Education (DME) conducted a Social-Emotional Learning (SEL) Landscape Scan.

DC students, families, schools, and other stakeholders have called for more social-emotional and mental health support for students. To better understand the current state of SEL in DC and the potential areas of growth, this scan includes a review of the DC system-wide SEL offerings, policies and guidance, and the school-level models and approaches. In addition to the learnings captured in this deck, there is a catalog of SEL Providers that can be found [here](#). **The DME hopes this landscape scan will illuminate the best practices, existing strengths, and opportunities for growth to meet students' needs.**

The SEL Landscape Scan includes learnings from desk research, interviews, site visits and focus groups, with a focus on offerings provided to PK-12 students in DC during the school day. The findings are organized by:

National efforts at the state and local level

System-level efforts, policies, and guidance in DC

School-level models, approaches, and roles in DC

Recommendations to strengthen offerings

Methodology

To inform our findings and recommendations, we conducted desk research, interviews with stakeholders, and school site visits:

Initial Research *January – February 2023*

Desk Research

Developed and answered research questions by leveraging publicly available reports, scholarly articles and additional resources to understand the **national and system-level offerings**

Site Visits and Interviews *March - April 2023*

School Site Visits

Conducted **13 school site visits** (6 DCPS schools and 7 charter schools)

Interviews and Focus Groups

Interviewed **11 stakeholders**, including government agency representatives, providers, and educators, and held **one student focus group**

Synthesis and Dissemination *May – July 2023*

Synthesis

Synthesized learnings across desk research, site visits, and interviews, including an organizing framework for school models

Framework

Developed framework for school-level models

Dissemination and Engagement

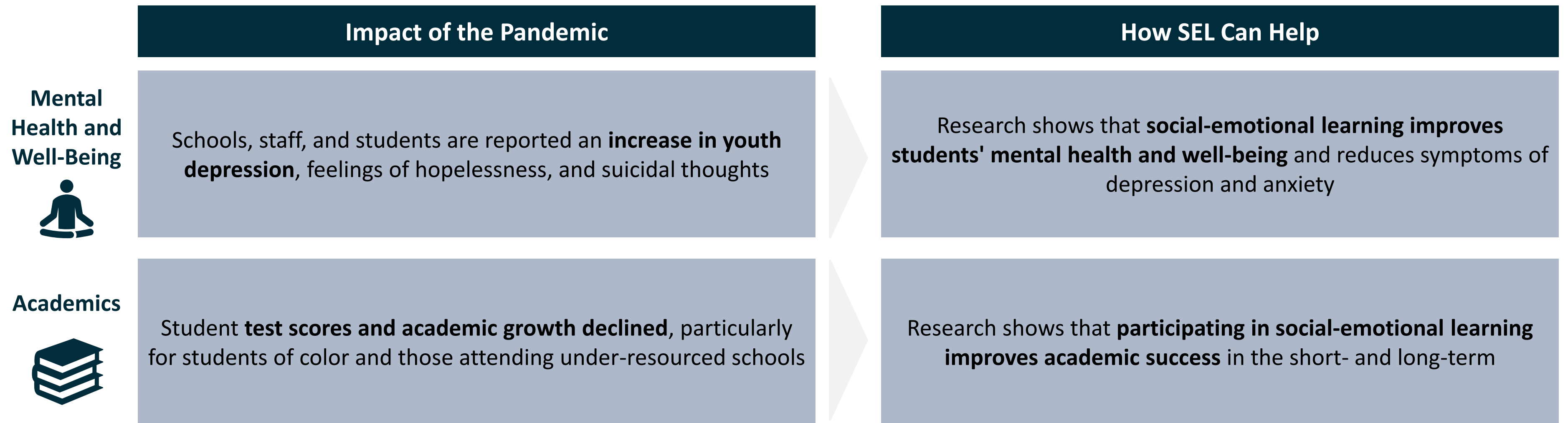
Share initial findings and engage stakeholders and experts to inform final recommendations

3 SEL Overview

Why SEL Matters

The **COVID-19 pandemic has drastically accelerated a decline in youth mental health.** These trends were already growing, but several factors, such as social isolation, academic disruption, and loss, have exacerbated the crises.

This decline has an impact on students' relationships, academic progress, and long-term outcomes – **but we know that developing and supporting students' social and emotional skills can improve their mental health and academic engagement, both in the short and long term.**



Sources: [Nearly Half of U.S. Teens Report Feeling Sad and Hopeless: What Can be Done?](#), PsychCentral (2022); [Pandemic Accelerated Youth Mental Health Crisis](#), Harvard School of Public Health (2022); [The Case for Social and Emotional Learning](#), CASEL (2023); [Kids' Mental Health Is In Crisis. Here's What Psychologists Are Doing to Help](#), American Psychological Association (2023); [Pandemic Negatively Impacted Student Behavior and SEL Development](#), National Center for Education Statistics (2022)

How SEL is Defined

Across national and local definitions of SEL, there is an emphasis on **supporting individuals to develop and apply a set of teachable skills** to manage emotions, develop healthy relationships, and make responsible decisions.

Defining SEL Nationally – CASEL Framework

The Collaborative for Academic, Social, and Emotional Learning (CASEL), a national organization leading efforts to incorporate social and emotional learning into academics, defines SEL as: *SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.*

In addition to a definition, they have articulated five SEL competencies:

Self Awareness

Self Management

Social Awareness

Relationship
Management

Responsible
Decision Making

Defining SEL in DC

OSSE defines SEL as: *“SEL encompasses many aspects of the whole child and adult. Through SEL, adults and children can learn to manage emotions, show compassion for others, maintain positive relationships, and make positive decisions. These topics should be embedded through a curriculum and through school-wide practice and policies.”*

DCPS defines SEL as: *“SEL is the acquisition and application of emotional and social skills for understanding and managing emotions, setting goals, showing empathy, building positive relationships, and making responsible decisions. Integrated SEL focuses on skill-building rather than compliance, recognizing that learning encompasses academic, emotional, and social dimensions”* **Note: In addition to the competencies above, DCPS includes Cultural Awareness and Demonstrating Agency; Relationship Management is Relationship Building.**

Sources: [Fundamentals of SEL](#) (CASEL), [School Climate and Culture](#) (OSSE), [About the DCPS Panorma Survey](#) (DCPS), Mike Lamb, DCPS Becoming (2023)

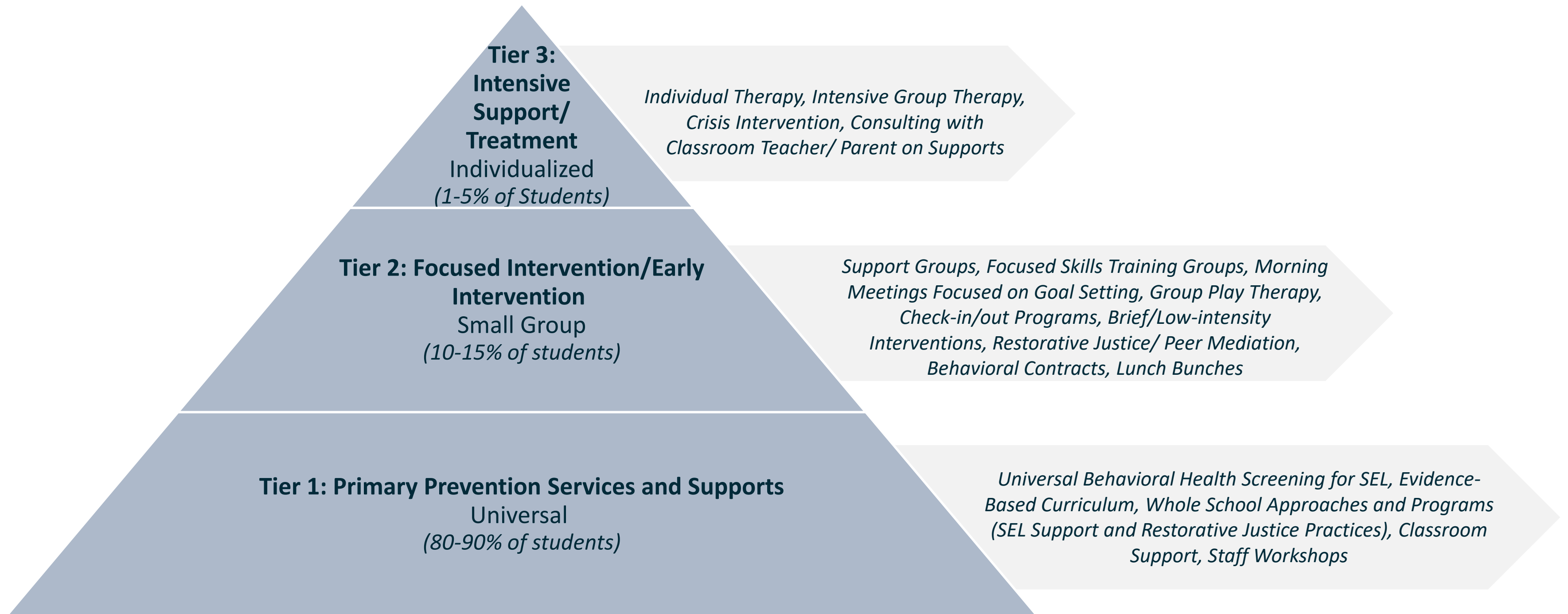
Centering Equity in SEL

Infusing equity into SEL practices and policies ensures that every child has access to the benefits of SEL by identifying and eliminating any barriers that would prevent students from achieving their fullest potential. CASEL recommends the following strategies to integrate equity into SEL:

Strategy	Example Application
Adult Learning/Critical Reflection	After personal biases training, educators engage in culturally relevant practices to analyze and dismantle systemic inequities and work with relevant stakeholders to co-develop new equitable policies and practices
Elevating Student Voice	Prioritize student voice in the classroom and school-wide decision-making and provide and encourage students to take on authentic leadership roles
Partnering with Families on SEL Approach	To understand diverse lived experiences and affirm students of different identities, families need to be active in the SEL approach planning and implementation, including a mechanism to provide culturally relevant feedback
Using Data to Build Equitable Learning Environments	Use data to identify inequities in resources or practices and ways of addressing those disparities

SEL and Multi-tiered Support Systems

SEL integration into a school's Multi-tiered System of Support (MTSS) promotes positive mental health outcomes in students. The majority of SEL programming lives within Tier I universal supports, but SEL should be embedded into all tiers and align with overall SEL goals to incorporate practices that reinforce core social and emotional competencies. See some sample strategies here:



Sources: [SEL and Mental Health](#), CASEL

Learning Environments

SEL Skill building does not occur in a vacuum. For all students to report improved sense of belonging and readiness to learn, **environments must be supportive and include developmentally appropriate relationships with a trusted adult.**

According to the US Department of Education, the features that comprise school climate and culture are **Environment, Engagement,** and **Safety**. These components exist across multiple school-related settings inclusive of the classroom, the larger school community, Out-of-School Time offerings, and at home.

Environment	Engagement	Safety
Appropriate facilities, respectful classrooms, available school-based health supports, fair disciplinary policies, and access to resources that meet basic needs.	Strong relationships between students, teachers, families, and schools and strong connection between schools and the community.	School and school related activities where students are safe from violence, bullying, harassment, and the presence and use of controlled substance.

Research shows learning environments that are consistently safe and enriching with strong reciprocal rather than compliance-based relationships between students and teachers can **increase student’s capacity to acquire and apply SEL skills** and leverage the socio-emotional capital **to improve their academic engagement, lower behavioral infractions, suspension, and drop-out rates, and achieve long-term success.** Furthermore, positive relationships and supportive environments increase **teacher wellness and retention.**

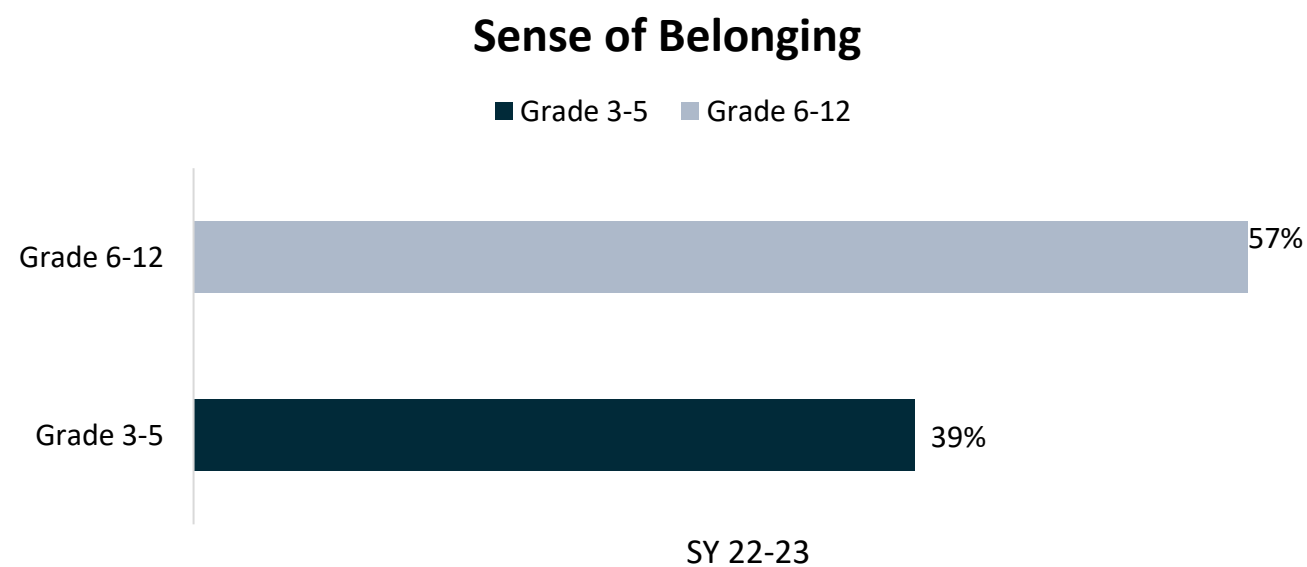
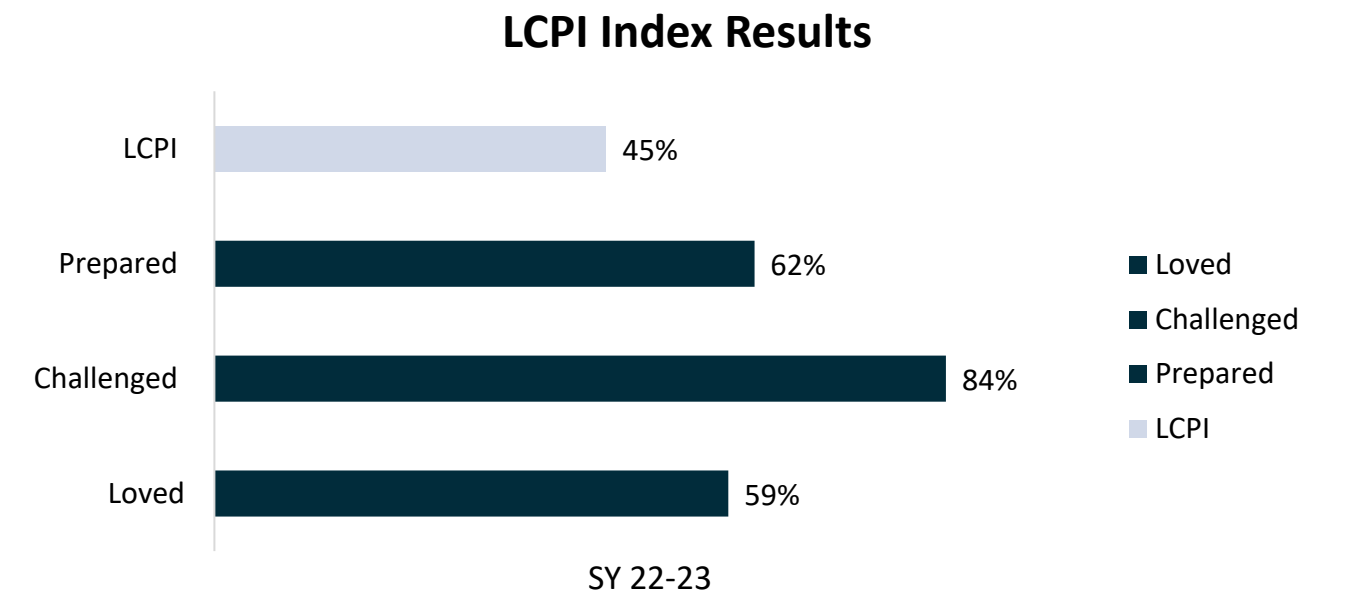
Sources: [Navigating SEL from the Inside Out](#), Wallace Foundation (2021) [Why Teacher-Student Relationships Matter](#), Education Week (2019), [School Climate and Culture](#) (OSSE), Mike Lamb, DCPS Becoming (2023)

DC Climate and Culture Data

While there is currently no city-wide School Climate and Culture survey, DC LEAs primarily leverage Panorama to collect student, educator, and adult wellness and belonging data to integrate evidence-based practices. SY 22-23 Findings from DCPS and DCPCS surveys suggest, **while students feel challenged at school across grade bands, sense of belonging is lower in higher grades and specific demographics.**

In aggregate, the **DCPS Panorama survey** found that while most students felt challenged, fewer DCPS students felt prepared or loved.

- Disaggregated, **65% of transgender students, 74% of English Language Learners (ELL), 75% of special education students, and 76% of Hispanic female students'** report strained adult relationships.
- In addition, **45% Black and 46% Latinx students** reported a significant reduction in their sense of belonging in comparison to **52% of white and 53% of Asian students.**



In the **Youth Invest Partners select domain Panorama survey for participating DCPCS**, the findings, analyzed by Bellwether, complemented the DCPS Panorama survey and revealed a relationship between low sense of belonging and student grade bands.

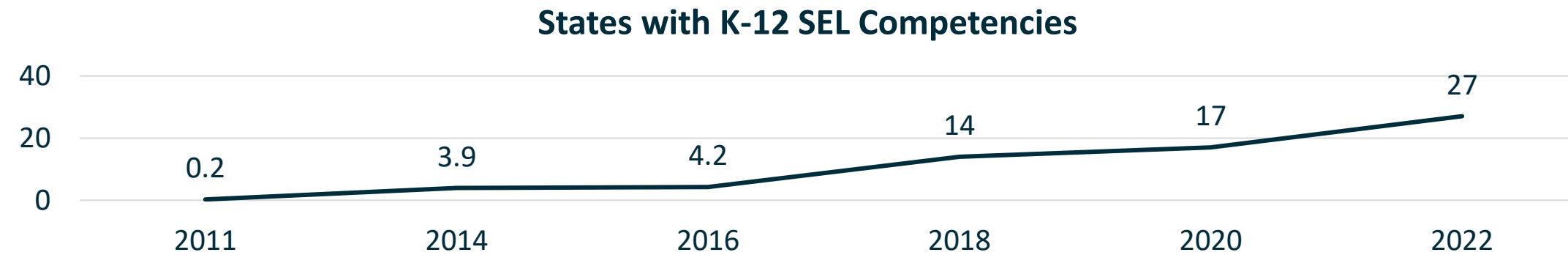
- **57%** of DCPCS 6-12th graders **did not** feel like a valued member of their school community, compared to **39%** of 3rd – 5th graders asked the same question.
- **64%** of 7th grade DCPCS students cannot identify any teacher as a trusted adult.
- **80%** of 11th and 12th grade students report not having a teacher as a trusted adult.

4 National SEL Landscape

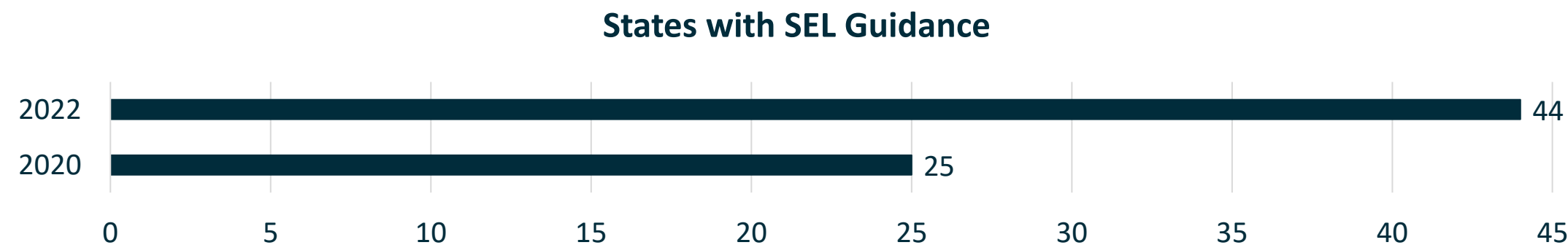
State-level K-12 SEL Competencies

CASEL published a landscape scan in 2022, documenting the expansion of SEL competencies (e.g., unique SEL standards, benchmarks, learning goals) and guidance (e.g., resources and tools) at the state level, revealing a **substantial increase in support for SEL competencies and growth**.

As of 2022, all 50 states offer early childhood/PreK SEL competencies. **27 states** offered free-standing K-12 SEL competencies, a **50% increase since 2020**.



Additionally, **44 states** offered guidance to support the implementation of SEL, a **70% increase since 2020**.



State Education Agencies are also leveraging **ESSER funds** to support student and staff wellbeing and connection.

\$1 billion is allocated to initiatives and programs that will improve **mental health, social-emotional support, school nutrition, and wraparound services** for students.

Source: [Social and Emotional Learning State Scorecard Scan](#), CASEL (2022); [How states are using ESSER funds to boost SEL and well-being in schools](#), K-12 Dive (2022); [How State Education Agencies are leveraging the ESSER Set-Aside](#), CCSSO (2022)

Overview of State-level Policies and Practices to Support SEL Scan

Following CASEL's independent scan, in 2022, EdTrust and CASEL conducted another scan of all 50 states and DC's support of social, emotional, and academic developed policies and practices based on **five key policy areas that support the social and emotional needs of students:**



Every state was evaluated based on publicly available information as of 2021, the extent to which they have established 1) **state goals**, 2) **policies, guidance and funding**, and 3) **data collection and reporting** to support each of the five policy area.

Sources: [Social, Emotional, And Academic Development Through An Equity Lens](#), The Education Trust (2020); [Prioritizing Students' Social, Emotional, and Academic Development](#), The Education Trust (2022)

Takeaways from State-level Policies and Practices to Support SEL Scan


The scan highlighted the following takeaways on states adoption of evidence-based policies that support SEL:

<p>Discipline</p>	<p>Some states provide training, guidance and funding for positive discipline and have specific policies, but almost none publicly report district-level data:</p> <ul style="list-style-type: none"> 12 states offer technical assistance to districts to implement positive discipline practices 12 states provide evidence-based guidance and funding for PD of these practices and restorative justice 1 state publicly reports district-level data on discipline that is disaggregated
<p>Rigorous and Culturally Sustaining Curriculum</p>	<p>Few states have a set goal on equitable enrollment in advanced courses, but some require equitable enrollment in advanced courses:</p> <ul style="list-style-type: none"> 5 states set a goal to ensure equitable enrollment in courses 10 states require districts to equitably enroll students into advance coursework opportunities
<p>Professional Development</p>	<p>Most states <u>do not require</u> educators to demonstrate mastery of SEL skills and knowledge, but some have set goals and provide technical assistance:</p> <ul style="list-style-type: none"> 4 states require teachers to demonstrate a mastery of the skills and abilities necessary to facilitate SEL models and best practices 10 states set a goal for professional development and providing the necessary training to support students' well-being 12 states provide technical assistance for student anti-bias reduction, DEI, and systemic SEL methods.
<p>Student, Family, and Community Engagement</p>	<p>While many states have a dedicated office for engagement and elevate student voice, few require teacher or leader training on engagement:</p> <ul style="list-style-type: none"> 29 states have an office dedicated to engagement 29 states elevate student voice either through a dedicated office, state board of education, or student advisory council No states require school leaders to demonstrate mastery in students, families, and community engagement
<p>Wraparound Services</p>	<p>Many states offer clear guidance and funding for wraparound services:</p> <ul style="list-style-type: none"> 20 states have guidance for districts and schools to build and fund evidence-based, multi-tiered, or integrated support systems 17 states include multi-tiered support systems in their ESSA plan No states mandate a specified and adequate 250:1 student-to-counselor ratio

Source: [Prioritizing Students' Social, Emotional, and Academic Development](#), The Education Trust (2022)

DC Takeaways from Scan of State-level Policies and Practices to Support SEL

Overall, **DC excelled in supporting student and family engagement** and was **strong in discipline** but was weaker in wraparound services, professional development and rigorous cultural sustaining curriculum.

Rating	Policy Area	Description
	Student & Family Engagement	DC includes engagement in its ESSA plan, has a district-wide office of engagement, and provides comprehensive training to educators on engagement. It does not require training for teachers and leaders and does not have a city-wide data report on engagement (DCPS has Panorama).
	Discipline	DC provides technical assistance and implementation for positive discipline practices. While DC has banned corporal punishment, it does not have sufficient parameters on restraint or prohibiting exclusionary practices. Additionally, DC does not have a clear goal set for decreasing exclusionary practices and disparities.
	Wraparound Services	DC ensures inclusive learning environments and anti-bullying policies and requires LEAs to monitor MTSS. DC has no interagency coordinating committee for youth services and does not require LEAs to report on MTSS implementation. DC only partially meets the mandated school counselor ratio and does not provide additional physical and nutritional health provisions.
	Professional Development	DC does not provide guidance or funding to districts to provide professional development needed to holistically and equitably support students' SEL development and does not require educators to exhibit a mastery of SEL competencies and does not report teacher SEL development data. DC does require prep programs to provide SEL training; however, DC does not include adult mindset shift training.
	Rigorous Cultural Sustaining Curriculum	DC encourages enrollment in advanced coursework, but it is not equitably enforced. DC does not provide funding or guidance for schools and districts to adopt culturally sustaining curricula or display data on the type of advanced coursework offered.

Source: [Prioritizing Students' Social, Emotional, and Academic Development](#), The Education Trust (2022)

National Scan State Spotlights



Student & Family Engagement: California's Elementary and Secondary Education Act (ESEA) requires LEAs to **conduct meaningful outreach to all families** before any program implementation, focusing on the **engagement of historically marginalized groups**. In 2017, California established SEL Guiding Principles that cemented their commitment to equity. The state **adopted K- Adult Transformative SEL Competencies** restructuring their SEL framework to support student and educator belonging. Additionally, a high school student is a voting member on the State Board of Education.



Professional Development: Minnesota's state goals requires educators to demonstrate a mastery of skills and mindsets like **diversity, equity, and inclusion; asset-based pedagogies; adult SEL or adult mindsets; anti-bias/anti-racist training; strategies and approaches for systemic SEL** for students. Minnesota's Department of Education created a landing page that links out SEL implementations **guidance**, SEL expert **collaboration resources**, and SEL implementation **assessment tools**.



Discipline: The Massachusetts Department of Elementary and Secondary Education in partnership with the Equity Imperative **established the Rethinking Discipline Professional Learning Network**. The offering provides educators **pathways to rethink corporal disciplinary practices**, offering **professional development** and **technical assistance**. The Rethinking Discipline initiative's researched backed practices are integrated into Massachusetts law prohibiting the use of **corporal punishment** and **restraints, continued education programs** for expelled students due to felony, and other **positive discipline policy guidance**.

Source: *Prioritizing Students' Social, Emotional, and Academic Development*, The Education Trust (2022)

Implementing SEL at the District and School Level

Similar to the increase in support for SEL on the state-level, districts and schools are also increasing funding and efforts to support SEL efforts to address student mental health and well-being. Additionally, there is an increased focus on embedding equity.

Districts are increasing their spending on SEL and using ESSER dollars on training and materials, along with hiring mental health professionals.

- Spending on SEL in schools and districts grew by approximately **45 percent from \$530M to \$765M between November 2019 and April 2021**
- A 2022 analysis of state ESSER spending plans found **that nearly a third of local agencies plan to spend on social and emotional learning curriculum, materials or training**

In a review of districts' remote learning and school reopening plans, most districts prioritized students' social-emotional and well-being needs.

- Most district plans, 66 percent, **mentioned students' social-emotional learning and well-being**
- **Advisories and morning meetings** were the most common ways districts supported students
- Despite the clear interest in students' social-emotional learning and well-being, **few districts (7 percent) were taking a system-wide approach** to collecting data on how their students were doing

There is increased attention and focus on equity-centered SEL approaches.

- There is an increase in terms and approaches being used to support equity-centered SEL (e.g., culturally affirming SEL, anti-racist SEL) compared to a review of SEL frameworks in 2017, which saw fewer than 20% included cultural and linguistic diversity

District Bright Spots



EL Paso Texas Independent School District (EPISD) : Assembled an **SEL advisory group** to facilitate the selection and implementation of **2 SEL curriculum** programs for 81 schools. The curriculum prioritized **cultural relevance and family engagement**. EPISD created **achievement goals** to measure success of the curriculum, based on a set of **SEL standards created by the represented stakeholders within the SEL advisory group**.



Portland Public School Oregon (PPS): As a District, PPS **united the Racial Equity and Social Justice Department within the MTTS and SEL Department**. Once aligned, the district in partnership with schools developed **“Transformative SEL Standards”**, declaring a commitment to equity. That commitment extended to family and community engagement by **partnering with culturally responsive CBOs**.



Atlanta Public School (APS): The new superintendent **incorporated SEL into APS’s 5-year strategic plan**. In addition, the District **coordinated systemic SEL efforts across 3 agencies**: The Office of Teaching and Learning, The Office of Safety and Security, and the Human Resources Department. This shift **facilitated integrated SEL into instruction and classroom practices, increased District provided staff training, and equipped SROs with SEL skills to improve their relationships with students**.

5 DC System-wide Support for SEL

Overview of DC System-level Roles in SEL

In DC, various agencies and entities have different roles they currently play around supporting the social and emotional needs of students



Supports SEL through collaboration with cluster agencies, creating coherence in the system, understanding current landscape and needs and supporting best practices and research-backed models.



Supports SEL by passing legislation.



Supports SEL by setting standards, building capacity, assessing, providing accountability, managing grants, collecting data, analyzing reports and providing direct services.



Supports SEL through its work to approve, monitor and evaluate charter schools, along with facilitating the sharing of best practices



Supports SEL through the oversight and implementation of the school-behavioral health program and expansion efforts



Direct service provision, Supports SEL through staffing, technical assistance, providing safe and healthy environments, and providing professional development opportunities.

Charter LEAs

Supports SEL through staffing, technical assistance, providing safe and healthy environments, and providing professional development opportunities.

Schools

Supports SEL by executing school level SEL model and practices, connector between individual Schools and Education Agencies regarding wrap around services, data tracking, policy implementation, staffing and professional development.

The individual programs and efforts taking place across the system can be found on Slides 25-35 and school-level models and approaches can be found on Slides 36-49.

OSSE: Summary of SEL Efforts

As a state education agency, OSSE’s role in SEL implementation can be categorized into 7 major functions - Setting Standards, Capacity Building, Assessments and Accountability, Grants Management, Data Collection, Analysis and Reporting, and Direct Service Provision. Here is a summary of the work OSSE is leading to support SEL for students and staff:

Effort	Descriptions	Reach	Status	Focus Area
Restorative Justice Technical Assistance Grant	An application-based grant program that partners with Restorative DC. The grant includes 5 options: Exploration and Planning, Strengthening School Community, Restorative Discipline, Sustainability and Maintenance, and Build Your Own.	All LEAs (DCPS and Charters) that apply. Grades K-12	<i>Active</i>	Professional Development; Discipline
Educator Wellness Technical Assistance Grant	An application-based grant for non-profits to partner with a minimum of 5 schools over two years and provide minimum of 5 hours of technical assistance to the school partner to implement a school-wide educators wellness program and support OSSE in updating materials and resources for a sustainable educator wellness technical assistance model.	Any LEA (DCPS and Charters) the applying non-profit partners with	<i>Active</i>	Professional Development
School Climate Technical Assistance	Using the Multi-Tiered System of Support (MTSS) framework to guide tiered interventions, OSSE provides trainings, resources and technical assistance in the following focus areas: trauma, restorative justice, positive behavioral interventions and supports, social-emotional learning, and equity. The trainings are for classroom teachers, student support teams, deans, coaches and administrators.	All LEAs (DCPS and Charters)	<i>Active</i>	Professional Development
School Based Mental Health Workforce Grant	In partnership with DBH, DCPS and PCSB, OSSE received \$9.7M over 5 years from the federal government to support recruitment and retention efforts for school-based mental health professional and whole school prevention curriculum.	All LEAs (DCPS and Charters)	<i>Active (early stage)</i>	Wraparound Supports

OSSE: New Strategic Plan SEL Efforts

In addition to the current efforts OSSE supports around SEL, their [3-year strategic plan](#) includes new efforts to support student and staff well-being grounded in an SEL framework for implementation. Here is a summary of the proposed efforts to support SEL:

Effort	Descriptions	Reach	Status	Focus Area
Support to Integrate WSCC	Building on work OSSE has already led to support the Whole School, Whole Community, Whole Child (WSCC) model, they will provide additional support and guidance to schools on how to integrate essential components of the WSCC model, starting with a Peer Learning Network of LEAs that will help them move from the theoretical framework to implementation using design principles.	All LEAs	<i>Active</i>	All Criteria
Citywide School Climate Survey	OSSE will design and launch a program to collect and report school climate data via student, staff and family surveys in order to provide school leaders with vital data on the strengths and areas for improvement related to student and staff culture.	All LEAs	<i>Active (launch in Spring SY 23-24)</i>	All Criteria
SEL Standards	OSSE will leverage ESSER dollars to develop SEL Standards . OSSE is in the process of contracting a vendor to support the development stage and begin engagement within the next month. OSSE will bring other agency stakeholders to the table as they develop and finalize the standards.	All LEAs	<i>Active (in development)</i>	Rigorous & Culturally Sustaining Curriculum

PCSB: Summary of SEL Efforts

As the authorizing body, the Public Charter School Board (PSCB) approves, monitors, and evaluates schools emphasizing equity and academic excellence. While no current SEL requirements are mandated or recommended by PCSB, several charter schools integrate SEL into their mission and goals. Currently, PCSB supports SEL efforts by gathering data and sharing best practices. However, any SEL-integrated instruction is up to the discretion of individual schools. Here is a summary of the work PCSB is leading that includes SEL:

Effort	Descriptions	Reach	Status	Focus Area
Early Childhood Assessments	DC PCSB designed a performance framework for PK learnings that measures the following categories: Student outcomes (i.e., student achievement in pre-literacy, math, and social emotional learning skills) and School Environment (i.e., school climate, attendance, and teacher student interactions). The specific SEL assessment measurements are dictated by the individual school. (scorecard Example included in the link)	PK Charter School learners	<i>Active</i>	Rigorous & Culturally Sustaining Curriculum
An Honest Approach to School Discipline	PCSB required charter schools to report their discipline practice data to share best practice transparency. The methods included in this report reflect elements of SEL that Educators found built solid student-teacher relationships and contributed to a reduction in exclusionary discipline.	Public Charter Schools	<i>Active</i>	Discipline
DC PCSB Strategic Roadmap	PCSB's roadmap for the next 3 years includes elements of community engagement. A core component of the SEL framework. PCSB's "Enduring Partnerships" priority promises to strengthen dialogue between families, school communities, and residents to cultivate a shared understanding, solicit feedback, and develop long lasting partnerships.	Public Charter Schools	<i>Active</i>	Student, Family, & Community Engagement
Annual Equity Report	PCSB created core values around their commitment to Racial Equity and Inclusion. While the report itself does not lay out any SEL guidance or practices, the report appendix highlights what DC Charter PK programs are applying SEL integrated academic instruction.	PK Charter School learners	<i>Active</i>	Rigorous & Culturally Sustaining Curriculum
Parent and Alumni leadership Council (PALC)	An informal advisory committee that provides oversight to PCSB Board Members and Leadership. The council meets bi-monthly to discuss leadership policies, issues and topics related to public charter school. The council is comprised of members from every ward and reflects the PCS student demographics.	Public Charter Schools	<i>Active</i>	Student, Family, and community engagement

DBH: Summary of SEL Efforts

The Department of Behavioral Health (DBH) has been providing school-based services since 1999 using a public health model approach. Since 2018, DBH has been embarking on a large expansion of school-based services using community-based organizations (CBOs). Here is a summary of school-based efforts led by DBH:

Effort	Descriptions	Reach	Status	Focus Area
School-Based Mental Health Program	DBH partnerships with CBOs to implement the District’s phased expansion of multi-tiered school based behavioral health services, which aims to place a school-based mental health clinician in every school. As of March 2023, 159 of 253 schools are staffed with a provider. As a part of their responsibilities, clinicians provide Tier I support, which includes whole school SEL approaches such as SEL support, restorative justice, PBIS, teacher workshops on SEL and evidence-based curriculum such as bullying or violence prevention.	All LEAs	<i>Active</i>	Wraparound Services
DC School Behavioral Health Community of Practice Approach (CoP)	School professionals, community leaders, clinicians, and CBOs meet monthly to participate in webinars, trainings, or dialogue on topics ranging from trauma informed practices, crisis response and intervention, family engagement, and social emotional learning. The team convenes to build new knowledge, support best practices in student behavioral health and solve problems.	All LEAs	<i>Active (since 2019)</i>	All 5 criteria
Traumatic Event Support	DBH provides additional mental health program clinicians to schools after a traumatic event impacting a school community.	All LEAs	<i>Active</i>	Wraparound Services

DCPS: Summary of SEL Efforts

In 2018, the District of Columbia Public Schools (DCPS) committed to implementing social emotional learning (SEL) to ensure every student feels “loved, challenged, and prepared” daily. Here is a summary of DCPS’ SEL offerings, guidance, and data collection methods:

Effort	Descriptions	Reach	Status	Focus Area
Capital Commitment Strategic Plan 2017-2022	The DCPS 5-year plan shapes schools prioritizes 5 core values: Promote Equity, Empowering Our People, Ensuring Excellent Schools, Educate the Whole Child, And Engaging Families. This strategic plan services as guidance for implementing SEL integration practices into the DCPS school system.	DCPS	<i>Active (2023 plan in development)</i>	All 5 Criteria
School Based Mental Health	DCPS provides therapeutic services to students and families. Services include providing resources for focus and concentration, practical access to food and clothing, therapeutic intervention to cope with stress and trauma, small group relationship building sessions, substance abuse prevention and intervention.	DCPS	<i>Active</i>	Wraparound Services
Trauma Responsive Schools Model	Starting in SY 22-23, DCPS committed to building staff capacity around trauma informed practices by implementing a trauma responsive schools (TRS) model. Through professional development, educators learned ways to greet students with positive/affirmative language, strategies to build relationships and trust with students, and how to design space for students to practice emotional regulation.	DCPS	<i>Active</i>	All 5 Criteria
DCPS Panorama Survey	DCPS uses the Panorama Survey to understand how students perceive their lived experiences in our schools. The Panorama Platform is more than just a survey tool. Managed by the MTSS Team the tracks students individual and group SEL needs, receipt of services and their progress.	DCPS	<i>Active</i>	All 5 Criteria
DCPS Connected Schools	Taking a Whole Child, School, and Community approach, this model enables students and families to access resources related to health, employment, housing, and more. All Connected Schools have a Connected School Manager that drives implementation and facilitates access to services (more on the model here).	11 Schools	<i>Active</i>	Wraparound Services
Student Support Team	A school-based team created to coordinate services and interventions related to academics, attendance, positive school culture and health and wellness. The team provides a wide range of wraparound services, acting as an early warning system to identify at-risk students and providing them additional supports. The team is comprised of guidance counselors, teachers, administrators, social workers, nurses, other support staff, and parents.	DCPS	<i>Active</i>	All 5 Criteria
Restorative Practices	DCPS is committed to transition to a restorative mindset to build and strengthen relationships, reduce disruptive behavior, de-escalate challenging situations, decrease suspensions, and improve social relationships. They have created a guide which includes actionable steps for schools to take to adopt these practices.	DCPS	<i>Active (2023 plan upcoming)</i>	Discipline
Multi-Tiered System of Support (MTSS)@DCPS	The goal of MTSS@DCPS is to align supports to create the conditions for social emotional and academic excellence by addressing the needs of the whole child. School leaders and staff participated in training to launch MTSS and they added cluster-based MTSS specialists and central-based staff to provide the infrastructure and resources.	DCPS	<i>Active</i>	Wraparound Services

DCPS: DCPS Becoming SEL Efforts (1 of 2)

[DCPS Becoming](#) is an ongoing effort that uses the science of cognitive development to redesign educational practices and close the achievement, discipline, and equity gaps caused by the experience of childhood trauma. This program is DCPS's process to becoming a whole child, anti-racist school district and move to incorporating social emotional learning into academics. Here is a summary of the key initiatives spearheaded by DCPS Becoming:

Effort	Descriptions	Reach	Status	Focus Area
School Support Champions	Transcend provides direct support to schools to build and implement a school specific whole child school model .	DCPS (34 Schools)	<i>Active (Pilot Phase)</i>	All 5 Criteria
XQ Redesign	DC cohort members work directly with an XQ redesign team to create a new school model using the XQ design principals (strong mission and culture, meaningful engaged learning, caring trusting relationships, youth voice and youth choice, smart use of time, space, and tech, and community partnerships) to think about and implement the redesign plan. Dunbar's model is a centered on Afrofuturism and Cardozo's model centers on financial independence, and both will incorporate elements of flexible scheduling	DCPS (4 Schools)	<i>Active</i>	All 5 Criteria
K-5 SEL Report Card	DCPS launched a new elementary school report card that includes social-emotional learning competencies (based on CASEL), a simplified grading scale, assessment data, and more streamlined approach for teacher grading. The report card centers on a set of look-for's and an asset approach. Middle and high school updates are pending.	DCPS	<i>Active</i>	All 5 Criteria
Youth Mental Health Ambassadors: Our Minds Matter	DCPS has partnered with Our Minds Matter , an organization dedicated to equipping teens with mental health education, to provide every DCPS school with a youth mental health ambassadors club. The goal of the club is to amplify student voice and enable youth to lead in topics around mental health.	DCPS	<i>Active</i>	Student, Family, & Community Engagement
Whole Child Teacher Academy	DCPS teachers apply to participate in a series of trainings on a Whole Child approach and become Chief Learners who bring the knowledge and skills back to their learning communities through monthly learning opportunities and a summer session.	DCPS (100 teachers)	<i>Active</i>	Professional Development
Inez Beverly Prosser Fellowship for School Psychologist	A fellowship that provides a 50% tuition reduction for current DC staff to go to Howard to become a school psychologist	DCPS	<i>Active (pipeline issues)</i>	Wraparound Supports
New Educator Onboarding	DCPS provides training to new educators on the local racial history of DC through a day long experience.	DCPS	<i>Active (first cohort last summer)</i>	Professional Development

DCPS: DCPS Becoming SEL Efforts (2 of 2)

Effort	Descriptions	Reach	Status	Focus Area
Becoming Core Practices	A pilot program to provide whole child integration guidance. The Becoming Core practices are adapted from Turnaround for Children. The process will align messaging, the learning environment and unique school context with emphasis on interpersonal relationships, norms and routines, and competencies informing adult practices and creating supportive conditions for an integrated whole child and anti-racist approach in DCPS schools.	DCPS (<i>Pilot</i>)	<i>Upcoming</i>	All 5 Criteria
Curriculum re-design - Holistic Academic Model	Pilot Program for DCPS Grades 3-8 to re-design curriculum in alignment with DCPS Becoming Core Practice to incorporate competency sequencing and integration guidance to go beyond content mastery to content and practice that develops students holistically. This model is co-designed with insight from students, families, teachers, school staff, central office, and community to meet the needs of students and families.	DCPS	<i>Upcoming (in development)</i>	Rigorous & Culturally Sustaining Curriculum
Panorama Survey Update Pilot	A weekly pulse check at the start of the year to collect wellness data for every grade band across 40 schools.	DCPS	<i>Upcoming</i>	Wraparound Services
SEL Institute	Training environment for participating DCPS school leaders and community members providing in-person learning/professional development around whole child/anti-racist school-wide approaches. The first institute launched July with 10 th with 40+ participating schools.	DCPS	<i>Active/ Launched</i>	All 5 Criteria
Canvas Repository	A DCPS Becoming online platform that catalogs resources on the following topics: Expectations/norms and routines, co-reg and restorative, student relationship, trust building, holistic interior supports, adult moves to cultivate student experience. Available for educator to leverage as they develop the necessary competencies.	DCPS	<i>Active</i>	Wraparound Services

DC Council: Summary of SEL Efforts

The DC Council has passed legislation that impacts SEL offerings and approaches for schools, LEAs and agencies. Here is a summary of legislation:

Effort	Descriptions	Reach	Status	Focus Area
Student Fair Access to School Amendment Act of 2018	Requires LEAs and schools to change student discipline policies, starting in SY 18-19. The act limits in-school suspensions, suspension days for a single incident, suspension days in one school year, and expulsions, while providing other student protections. As a part of the act, OSSE is required to support LEAs and schools in reducing out-of-school suspensions, expulsions, and disciplinary unenrollment and fostering positive school climates, establishing a School Safety and Positive Climate Fund, and imposing new annual reporting requirements on the use of specific disciplinary practices disaggregated by student demographics.	All LEAs	<i>Active</i>	Discipline
Youth Suicide Prevention and School Climate Survey Amendment Act of 2016	Requires mental/behavioral health and suicide related training for school personnel; establishes a pilot program to improve school climate, informed by annual surveys; and requires OSSE to annually report on school climate data.	All LEAs	<i>Active</i>	Professional Development
Youth Bullying Prevention Act of 2012	Requires schools and youth-serving agencies to adopt comprehensive anti-bullying policies, report and investigate incidents, and train staff.	All LEAs	<i>Active</i>	Wraparound Supports
The South Capitol Street Amendment of 2012	Expands behavioral health services to every public school and public charter school in the city by placing a community-based behavioral health provider in each school and identifying a school behavioral health coordinator in each school; engagement, learning, and problem solving enhanced via Community of Practice; guidance provided by DBH-led Coordinating Council.	All LEAs	<i>Active</i>	Wraparound Supports
Community Schools Incentive Act of 2012	The legislation provides funding for OSSE to administer grants to create community schools and establish community partnerships.			Wraparound Supports

Source: [Strengthening the DC School Behavioral Health System and Enhancing Equity](#), The Center for Health and Healthcare in Schools (2022)



Technical Assistance: OSSE provides LEAs, individual schools, or specific groups with specialists or researched-backed tools to implement best practices in six focus areas successfully. OSSE grants technical assistance in the following focus areas: **trauma, restorative justice, positive behavioral interventions and supports, social-emotional learning, and equity.** The support type is ranked in a **three-tiered intervention** to be allocated by the severity of the need. The listed offerings are for teachers, student support teams, deans, coaches, and administrators.



OSSE SEL Standards: As part of OSSE's 5-year strategic plan, draft Social and Emotional Learning standards are now available for public comment. Developed in collaboration with agencies, community-based organizations, and national experts, these standards offer district-specific, system-wide technical guidance. Utilizing writing groups, community feedback periods, and collaboration with national SEL experts, the standards aim **to provide age-appropriate indicators to facilitate the implementation of SEL skill-building practices and resources within instructional settings and the overall school climate.** This will ultimately support all schools in progressing their degree of SEL integration.



Panorama: DCPS, in partnership with Panorama Education, provides an **SEL Competencies Survey** and an **MTSS Success Portal**. The survey tracks the **Loved, Challenged, and Prepared Index (LCPI)**, a metric set in DCPS' five-year strategic plan. In tandem, the MTSS portal allows teachers to comparatively view and analyze students' **SEL scores, attendance, behavior, and academic data to plan adequate interventions to support individual students**. The tools also decide on new interventions and programs to improve school climate and social-emotional learning.



DCPS Becoming: The Learning and Development Sciences division and the Office of School Improvement and Supports offers ongoing effort that uses the science of cognitive development to redesign educational practices and close the achievement, discipline, and equity gaps caused by the experience of childhood trauma. The work includes six strategies: 1) **Engaging the Public**, 2) **Training and Capacity Building**, 3) **Systematizing the Lens**, 4) **Incubating Proof Points**, 5) **Direct Engagement with Students, Teachers, School Leaders, and Central Staff**, and 6) **Multi-grade Level Focus**.



Student Well-being Data Project: Youth Invest Partners and Education Forward DC are currently in their second year of a project that engages 17 Charter LEAs and approximately 42K district students in grades 3-12. **The project provides funding for LEAs to implement social emotional wellbeing surveys to students using aligned domains from the Panorama SEL battery.** LEAs receive immediate student-level data insights and through research partner, Bellwether, receive school-level data reports each winter. In the spring, Bellwether will produce the year two snapshot report of DC student well-being, uncovering city-wide trends and actionable insights. **Youth Invest Partners and Education Forward DC support LEAs through the surveying process and convene leaders for peer learning and sharing.**






ThriveK12: EmpowerK12, in collaboration with members of the DC Education Research Collaborative and public charter schools, developed the [ThriveK12](#) surveys to assess student and educator wellbeing and provide a **holistic wellbeing index and a school climate score.** Launched in 2020 with 20 schools, the school climate and wellbeing survey has expanded its survey suite to include educator data with plans to collect family and caregiver data. Seven DC public charter schools participated in the Spring 2023 survey. **The survey dashboard for school leaders tracks data and shows the relationship between academic and professional achievement, attendance, and wellbeing.** Actions on these insights are tracked between survey periods.

6 DC School Models and Approaches to SEL

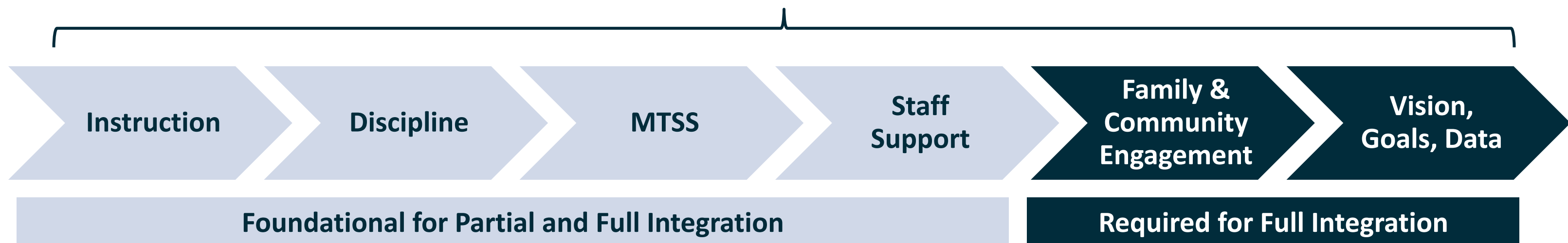
DC School SEL Models

To understand how schools in DC are approaching SEL, we looked across **seven focus areas** and the degree to which schools are implementing and incorporating SEL within and through these focus area. In looking across these focus areas, schools fell into three models that demonstrate the level of SEL integration:

Isolated Integration	Partial Integration	Full Integration
<p>SEL is integrated within just a few focus areas, often during discrete times of the day and separate from academics; school-wide systems and structures are largely not informed by SEL.</p> 	<p>SEL is integrated through multiple aspects of the day, often teacher practices, academic curriculum, discipline, and MTSS; integration is grounded in a shared understanding of SEL across the staff.</p> 	<p>SEL is integrated into every aspect of the student experience, and staff, students, and families have a shared vision for SEL that informs the integration.</p> 

While all of the focus areas are critical, four of the focus areas are foundational for schools to achieve Partial Integration Model and build towards a Full Integration Model

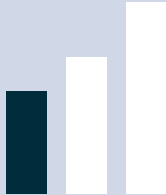
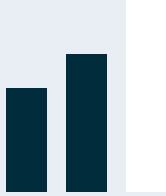
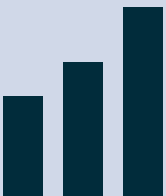
Embed Equity in Focus Areas



The following slides provide definitions of the focus areas, the roles at schools to support SEL, an analysis of schools by focus area, and a summary of the common practices/features within each model and across focus areas.

SEL Focus Areas

The focus areas include the critical aspects of a school’s policies, systems and structures where SEL can be incorporated and impact the development of student’s SEL skills.








Measure of Integration	Instruction	Discipline	MTSS	Staff Support	Family & Community	Vision, Goals & Data	Equity
Beginning 	Standalone SEL instruction in service to academic improvement and behavioral shifts.	Policies and practices are not aligned with SEL and some exclusionary practices used	SEL is not integrated into MTSS; no or limited wraparound supports	No or infrequent PD; no or limited adult SEL	Limited family and community partner engagement in SEL	No established schoolwide vision and goals but may be some awareness; limited data collected	Equity is not intentionally prioritized across any focus area. Inequitable practices exist within 1 or more areas.
Intermediate 	Integrated into some academic classes; SEL informed teaching practices, in service of skill building.	Policies and practices aligned with SEL with limited exclusionary practices but more responsive than proactive practices	SEL is partially integrated in MTSS; some wraparound supports	Semi-regular PD; some efforts that focus on adult SEL	Input from families collected; Community partnerships have partial alignment with SEL	Schoolwide vision or shared understanding, but no established goals; some data collected	Equity is prioritized in select focus areas; efforts are culturally sustaining but not asset-based
Advanced 	Integrated into all academic classes and teaching practices. In service of student and adult skill development to support achievement.	Policies and practices are not exclusionary and rooted in proactivity and skill building.	SEL is fully integrated in MTSS and monitored; substantial wraparound supports; adult interrogation of the existing system of supports.	Consistent PD; comprehensive efforts that support adult SEL	Two-ways comms strategies to engage families in SEL; Aligned partnerships with community partners on SEL	Schoolwide vision and goals established; Data collected and reviewed to make improvements	Intentionally integrates asset-based equity in all focus areas, policies, practices and partnerships.

Measure of Integration by Focus Area Relationship to School Model

- **Isolated Integration Model:** The school is 'Beginning' on a majority of focus areas (4 of 7)
- **Partial Integration Model:** The school is 'Intermediate' on a majority of focus areas (4 of 7)
- **Full Integration Model:** The school is 'Advanced' on almost all focus areas (5 of 7) and has no 'Beginning' focus areas

SEL Roles

In addition to the focus areas, schools use a variety of roles to support the integration of SEL:

Roles	Description
Individual Teachers 	Individual teachers provide and support SEL
All Teachers 	All teachers provide and support SEL
Cross-Role Team 	A cross-role team of staff provides and supports SEL
Direct or Indirect CBO 	An outside partner provides and supports SEL through direct services or in-direct services (e.g., training of teachers)
SEL-Specific Roles 	Roles developed specifically to support SEL-related efforts (e.g., SEL Coordinator, Restorative Practice Coordinator)
School-Based Mental Health Roles 	Clinicians, psychologists or social workers provide and support SEL through Tier I/II services
School Leadership Roles 	Principals, APs or Deans that lead or play a key role in providing SEL

Many SEL roles in the District are funded by ESSER dollars to assist in standing up partial and full model school's SEL approach

School Mapping

Below is a mapping of a sample of schools visited, their model, staff, and the degree to which they integrate SEL across the focus areas:

School	Model	Staff	Focus Areas						
			Instruction	Discipline	MTSS	Staff Support	Family & Community	Vision, Goals & Data	Equity
School A <i>(profile included)</i>									
School W <i>(profile not included)</i>									
School B <i>(profile included)</i>									
School X <i>(profile not included)</i>									
School C <i>(profile included)</i>									
School Y <i>(profile not included)</i>									
School Z <i>(profile not included)</i>									

Key Model Findings

Based on the schools visited (see list in Appendix), a few key findings surfaced around the shared and distinguishing features across the three models. We recognize that these, along with the summaries of the models, are derived from a sample of schools within the DC ecosystem and are not representative of every school, but believe they offer important opportunities for learning.

The most **variability** across school models is in the integration of SEL into instruction and staff support

- The **integration of SEL into instruction** is often a differentiating focus area for schools that are Isolated, Partial, and Full integration; most schools provide isolated SEL instruction, but integrating into the core curriculum and teaching practices is typically only in Partial or Full Integration models
- The level of **staff support provided on SEL** seems to have a strong correlation with the level of integration, and more support appears to be critical for a partial or full model



The most **consistency** across school models is in the integration of SEL into discipline and MTSS

- Across the models, most schools are **integrating SEL into their disciplinary practice**, most often through Restorative Practices or PBIS; the differentiator between models is often the degree to which the practices are proactive vs. reactive and the extent to which exclusionary practices exist
- Most schools, regardless of model, are **integrating SEL into their MTSS**, largely tracking referrals and behavioral incidents to identify students for additional support and interventions; for DCPS schools, and some charters, this is largely due to the strong use of **Panorama**, which allows educators and staff to track SEL scores, attendance, behavior, and academic data to plan adequate interventions to support individual students



While specific roles vary across and within models, almost all schools use a **Cross-Role Team to provide SEL**

- Schools with a partial or full integration model typically have staff leadership on the team, and they have SEL-specific roles organizing or leading much of the work



The following slides provide a more detailed summary of the common features and roles by model.

Isolated Integration Model: Summary and Common Features

Summary

Schools with an Isolated Integration Model tend to incorporate SEL through **disciplinary approaches**, often in a responsive way, and **SEL is not integrated into academic classes or teaching practices in a systemic way**. SEL does not often inform the other systems or ways of operating at the school (e.g., MTSS, staff support).

Common Features

- **Instruction:** Academic excellence is emphasized over SEL, and any SEL instruction is done during discrete times, such as a morning meeting, advisory, assembly or workshop, sometimes through an in-house or purchased curriculum.
- **Discipline:** SEL is commonly integrated through Restorative Justice Practices, often as a responsive approach, and some exclusionary practices still exist.
- **Additional Focus Areas:** SEL is often not extended into the school's approach to MTSS, staff support, family and community engagement, visions, goals and data or equity.
- **Partnerships:** While schools with an Isolated Model still leverage many partners, efforts led by partner CBOs are not tied together by an SEL vision, yet function as a wraparound service vehicle to support student's behavioral, academic and socio-emotional needs.










Common Roles

- SEL, specifically Restorative Justice, is often led by a **Dean, Restorative Justice Coordinator, or Behavioral Technician**
- **Teachers** may lead isolated SEL instruction, but integration into instruction is not done in a systemic way with teacher PD/support that builds their skills and aligns them on a shared vision and approach to SEL
- Isolated models may also leverage **Deans** or **Counselors** to support or lead SEL work

See the next slide for a profile of a school with an Isolated Integration Model.

School Profile: School A

School A

School	Model	Staff	Focus Areas						
			Instruction	Discipline	MTSS	Staff Support	Family & Community	Vision, Goals & Data	Equity
A									
<p>Intentionally separates SEL and Academic, explicitly prioritizing academic outcomes. The primary roles that implement SEL goals are school leadership and numerous CBO partners –Explicit SEL instructions is limited to Advisory and a weekly school wide SEL activity. The Dean leads the SEL approach.</p>			<ul style="list-style-type: none"> Explicit SEL Core Competency acquisition during advisory by an individual teacher; School wide SEL activity delivered by partnering CBOs Instructional SEL efforts are isolated 	<ul style="list-style-type: none"> Restorative Justice Practices implemented and enforced by Dean and behavioral technicians Utilizes classroom behavioral response ladder, mediation, counseling, and parent/guardian engagement Measures are responsive rather than proactive 	<ul style="list-style-type: none"> Behavioral incidents drive MTSS interventions, often provided by school-based counselors or CBO Clinicians School leverages substantial wraparound services, available for students and adults 	<ul style="list-style-type: none"> Infrequent selfcare activities Minimal SEL PDs staff focus on academic capacity building Adult wellness and mental health training and resources are infrequent Dean received training and shares with larger school community. 	<ul style="list-style-type: none"> Team dedicated to family engagement. Strong relationships with the community Family survey Large network of CBO partnerships Families utilize school resources 	<ul style="list-style-type: none"> No established schoolwide SEL vision and goals but may be some awareness; limited data collected 	<ul style="list-style-type: none"> Partnerships and supports provide additional resources many students in the population require Equity efforts are isolated in their MTSS intervention

Partial Integration Model: Summary and Common Features

Summary

Schools with a Partial Integration Model leverage a more role-diverse **Cross-Role Team to manage their SEL approach**, typically integrating SEL into their instruction through a systemic approach, to discipline in a proactive as well as reactive way, and to MTSS. **SEL data is commonly collected and leveraged** to intentionally target opportunities to improve the integration of SEL supports.

Common Features










- **Instruction:** Explicit SEL instruction during discrete periods and reinforcement of SEL competencies occur schoolwide, typically through shared teaching practices and sometimes integration into the core curriculum (but less often). Teachers, counselors, or coaches provide SEL instruction using a curriculum approved by a Cross-Role Team.
- **Discipline:** Restorative practices are more commonly proactive than reactive; while some exclusionary practices may remain (e.g., suspension and expulsion, particularly in upper grades), most schools are working to reduce exclusionary practices.
- **MTSS:** The Cross-Role Team monitors academic and behavioral infractions and uses SEL, academic, and disciplinary interventions alongside one another to address the root cause of an incident. Data collection (SEL, behavioral, and academic) is used to identify interventions and monitor progress.
- **Staff Support:** Staff support occurs in the form of adult wellness activities, but there are infrequent SEL training for staff with no predetermined learning sequence.
- **Vision, Goals and Data:** Uses data to inform their SEL approaches and often do not have an SEL vision/goals but may be working on developing them.
- **Partnerships:** CBOs provide intervention support to address student need, some CBOs operate with an explicit SEL mission

Common Roles

- Members of a Cross-Role Team include any arrangement of the following roles: **Counselor, Social Worker, Psychologist, Dean, or Assistant Principal.**
- Cross-Role Team members connect staff with resources and PD in response to incidents but rarely proactively or sequenced.

School Profile: School B

School B

School	Model	Staff	Focus Areas						
			Instruction	Discipline	MTSS	Staff Support	Family & Community	Vision, Goals & Data	Equity
B									
<p>School leverages the support of a robust Wellness Team and expansive wraparound services designed to celebrate and support students. The Wellness Team leads the SEL approach. Explicit SEL instruction is taught by school counselors through the Second Step curriculum.</p>			<ul style="list-style-type: none"> Use Second Step curriculum but not integrated into core academics or teaching practices in a systematic way 	<ul style="list-style-type: none"> Minimal disciplinary issues. The wellness team is responsible for disseminating disciplinary consequences. Priority on identifying the root cause of the behavior and applying the necessary clinical or programmatic supports 	<ul style="list-style-type: none"> MTSS support closely linked to the discipline strategy led by the Wellness Team The clinical supports are also extended to families 	<ul style="list-style-type: none"> Wellness team members are trained for SEL curriculum administration in addition to other SEL and CASEL model training. The Wellness Team supports the wellbeing of teachers Staff meetings include wellness check-ins and team celebrations However, the focus is Student SEL 	<ul style="list-style-type: none"> Heavy PTO presence; meeting once per month LSAT meetings after school Weekly parent meetings 	<ul style="list-style-type: none"> Wellness Team collects data through Panorama Survey and developed another survey method Student behaviors tracked along with consequences and interventions. 	<ul style="list-style-type: none"> The Wellness team is the vehicle that promotes an equitable approach to SEL, the wellness team proposes individual and group support for students to provide them the necessary additional resources.

Full Integration Model: Summary and Common Features

Summary

Schools with a Full Integration Model typically **ground their SEL approach in a mission and vision** tailored to the unique context of the school community. Schools then **leverage a combination of system-wide, community, and school-based resources** to intentionally integrate SEL across the majority, and sometimes all, focus areas aligned to this mission/vision.

Common Features

- **Instruction:** In addition to explicit SEL instruction, SEL is embedded into the core academic curriculum, and students are recognized for their academic and SEL progress. Teachers model SEL skills for students in and out of the classroom. SEL competency development is sequenced and is often practiced through service-learning projects or school-wide events.
- **Discipline:** Many use restorative practices that are proactive and reactive and often adapted to fit the unique school context with no or limited use of exclusionary practices.
- **MTSS:** Equity and justice paired with data-based decision-making inform what targeted supports are required. This combination approach encourages unique intervention options.
- **Staff Support:** Staff receive regular and frequent SEL and equity-centered training to support the shared development of competencies, often with a focus on mindset. Additionally, there are targeted wellness initiatives that support staff well-being.
- **Vision, Goal and Data:** The SEL vision and goals are developed by the school community, with each focus area rooted in equity and justice. Schools take a data-driven approach to systemic changes to ensure alignment of needs, practices, and outcomes.
- **Partnerships:** CBO's provide direct support across all focus areas and work under the school's visions for SEL proactively through an equity lens.













Common Roles

- Schools have more SEL-specific roles and a leader championing the SEL approach, and every role in the school community plays an active part in moving forward SEL goals.
- The leader ensures all adults are trained to varying degrees to teach or model SEL competencies.

See the next slide for a profile of a school with a Full Integration Model.

School Profile: School C

School C

School	Model	Staff	Focus Areas						
			Instruction	Discipline	MTSS	Staff Support	Family & Community	Vision, Goals & Data	Equity
C		   							
<p>School C intentionally incorporates SEL into all aspects of the student experience. Their vision for SEL is grounded in Equity and Social Justice, and they leverage an SEL Team along with CBO partnerships - to provide direct SEL services in alignment with SEL vision. The school hires an official leadership position to lead the school's approach.</p>			<ul style="list-style-type: none"> ▪ Explicit and integrated SEL curriculum ▪ Peace of Mind provided to select grade weekly 	<ul style="list-style-type: none"> ▪ Restorative Justice Practices are incorporated by Restorative Practice and SEL Coordinators via restorative circles, mediations, 1:1 discussions, and classroom push-ins ▪ Utilizes positive discipline through a holistic, not punitive approach and SEL skill reinforcement 	<ul style="list-style-type: none"> ▪ All MTSS interventions are in alignment with SEL and Schoolwide Equity framework in addition to substantial wraparound support 	<ul style="list-style-type: none"> ▪ Intentional hiring of staff in alignment with SEL ▪ Staff wellness, capacity building and technical assistance provided by teachers (volunteer basis), Cross –role Team members, the District, and partnering CBOs ▪ Adults model competencies for students 	<ul style="list-style-type: none"> ▪ The SEL Team and teachers engage families and stakeholders to connect and align with SEL vision ▪ Strong CBO partnerships aligned with SEL vision 	<ul style="list-style-type: none"> ▪ School wide vision is grounded in Equity and Social Justice ▪ Everyone in the school community knows about the SEL vision and plays an active role in implementation ▪ Panorama and other in-house surveys used to collect data, and reviewed regularly 	<ul style="list-style-type: none"> ▪ Schoolwide Equity model is an asset-based approach used to engage students (includes an intervention, resource allocation, relationship development and service-learning component)

Focus Area Programs, Practices and Structures (1 of 2)

When looking at the focus areas, here are the most common programs, practices, or structures used by schools:

Instruction	Discipline	MTSS & Wraparound Supports
<ul style="list-style-type: none"> ▪ Most schools across models are using discrete time periods for SEL instruction. Some Partial and all Full Model schools use a more robust SEL curriculum or materials, often a purchased curriculum – the most common being Peace of Mind and Second Step – or a curriculum they developed in-house. <ul style="list-style-type: none"> ▪ Typically, explicit instruction is provided 1 – 3 times per week. ▪ In Partial and Full Models' teachers incorporate SEL skills into their teaching practices and core academic content (more common for Full Models). ▪ Many schools use a check-in time for a student to assess their needs and behaviors and share their current state of wellness to receive additional support as needed. 	<ul style="list-style-type: none"> ▪ Schools across models use a form of positive or Restorative Practices. <ul style="list-style-type: none"> ▪ SchoolTalk/Restorative DC is the most common provider of training or school-based support. ▪ Full Model schools often tailor their Restorative Practices to their school context (e.g., taking a therapeutic approach to discipline, student-led restorative circles, school-wide restorative circles, centering relationship building as a restorative practice, or service projects) ▪ Deans, Restorative Justice Coordinators, Behavior Technicians, or Cross-Role Team members are common roles across all models that support Restorative Practices. ▪ Fewer lower-grade schools practice expulsion and out-of-school suspension. ▪ It is common in some Partial and all Full Model schools to align their discipline, MTSS and SEL approach. 	<ul style="list-style-type: none"> ▪ Typically, in Partial or Full Model schools, a Cross-Role Team provides referrals and tracks student progress after receiving group or individual supports. ▪ Schools across models partner with CBOs to provide SEL-informed tiered interventions. Common partners include: <ul style="list-style-type: none"> ▪ Mary's Center, Wendt Center, Crittenton Services of Greater Washington, LAYC, and Boys Town ▪ Many schools across models also partner with CBOs that use Arts, Athletics, and Mindfulness to reinforce SEL skills. Common partners include: <ul style="list-style-type: none"> ▪ DC Scores, Dramatic Solutions, ▪ OST providers are a growing component to many schools' SEL approach

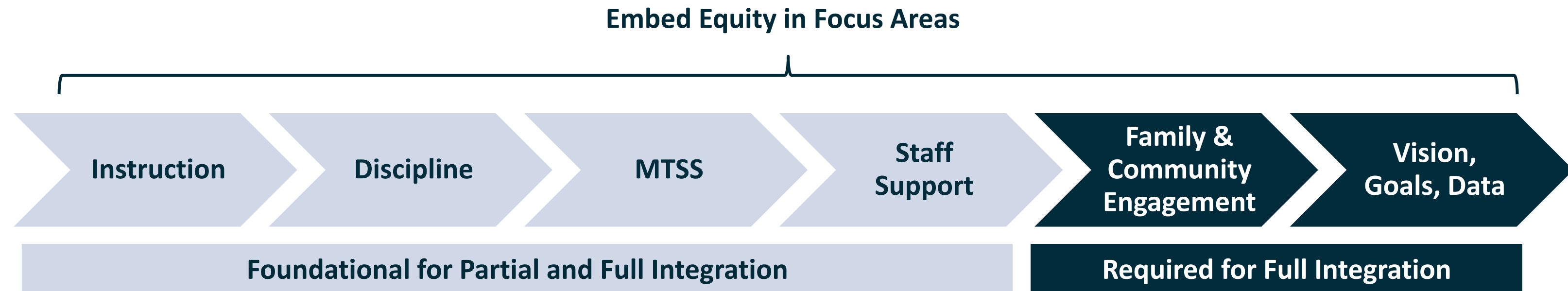
Focus Area Programs, Practices and Structures (2 of 2)

Staff Support	Family Engagement	Vision, Goals & Data	Equity
<ul style="list-style-type: none"> ▪ Most schools across models offer training on mindfulness and self care for adults. <ul style="list-style-type: none"> ▪ Partial and Full Model schools offer more frequent and connected PD focused on SEL. ▪ Most Isolated and some Partial Model schools' SEL staff support is largely student-centered and not inclusive of adult mindsets. ▪ Some Partial and Full Model schools provide teacher-requested initiatives to support educator wellness and SEL development (e.g., flexible scheduling, mental health days, therapy provided by partnering CBO, and knowledge sharing) 	<ul style="list-style-type: none"> ▪ Few schools have an internal family engagement team or partner with organizations like Flamboyant to increase family engagement ▪ Few Isolated or Partial Model schools communicate their SEL approach to families, and even fewer engage parents in decision-making around the school's SEL approach, mission or vision. ▪ Schools across models still do engage with parents, often through school-wide events, PTA, LSAT, and virtually through reminders or newsletter updates 	<ul style="list-style-type: none"> ▪ All DCPS schools and some charter schools leverage Panorama for SEL data collection. Some charter schools use the ThriveK12 School Climate and Wellbeing Survey for data collection and analysis, while others use various platforms to monitor student wellbeing data. ▪ Many schools have a vision and mission that prioritizes academics and student excellence. <ul style="list-style-type: none"> ▪ Full Model schools typically adapt their mission and vision statements to their unique school context and include SEL, often through student voice, justice, equity, wellbeing, and mental health service. ▪ Full Model schools that survey the school community to inform their mission and goal often see increased investment in their approach by the school community. 	<ul style="list-style-type: none"> ▪ Most schools across models are aware of the importance of equity and apply significant resources to ensure equitable access ▪ Notably, schools across models partner with asset-based organizations to support approaches to academic engagement, parent involvement, disciplinary, and MTSS (SEM, City Year, SNEAKERS) ▪ Partial and Full Model schools leverage partnerships like XQ+DC or approaches like a School-wide Enrichment model to infuse an equity-centered approach into SEL initiatives.

7 Strengths, Gaps, and Recommendations

Framing for Strengths, Gaps, and Recommendations

Based on the DME review of the national and DC landscape, we do not believe there is one single approach that schools must take to support the SEL development of students, but we do think that schools should minimally be at a Partial Integration Model. To reach this, there are a **set of focus areas that are critical for schools to integrate SEL to move from Isolated to Partial and beyond**. These four focus areas lay the foundation for a school to support the development of students and ensure they can thrive in and beyond school. The focus areas are:



This does not mean the other focus areas are not important, but we see these as the **foundation for supporting students' social and emotional development and pave the road for integrating SEL into the other focus areas**.

The strengths/gaps and recommendations that follow include a potential set of activities – either DME or partner agency-led – that serve as opportunities to support schools in advancing the implementation of SEL, with a focus on these areas. The strengths/gaps and recommendations fall into three buckets:

System-wide Alignment, Partnership and Knowledge Sharing

School Support to Implement Priority Focus Areas for Partial/Full Integration Model

Data Collection and Continuous Improvement

System-wide Alignment, Partnership and Knowledge Sharing

Strengths

Expert Partners: DC benefits from expert partner organizations that work with schools to integrate SEL in a single or multiple focus areas, such as RestorativeDC/SchoolTalk, Flamboyant, Our Mind Matters, and Transcend, to name a few.

School-Based Mental Health: Despite vacancies, DC has historically led the way in funding and support for school-based mental health clinicians and services.

Gaps and Recommendations

Siloed Agency Activities to Support SEL: While many agencies and organizations in DC are supporting schools in their approach to integrating SEL, there is not a shared definition for SEL, vision, or goals to foster alignment across agencies/organizations.

Recommendation 1: DME to convene partner agencies to align on a shared system-wide definition, vision, and Theory of Action to SEL that will articulate a citywide approach to integrating SEL into school transformation and improvement and ensure coherency in the system.

Recommendation 2: OSSE to develop SEL State Standards grounded in the city-wide definition, vision and goals (*in progress*).

Recommendation 3: OSSE to convene Teacher Preparation Program providers to identify the preparation experiences necessary for teachers to enter schools and be able to support a Partial/Full Integration Model and support SEL state standards.

LEA/School Awareness of SEL Approaches and Practices: Despite the many efforts happening across schools, many schools and educators voiced a desire to better understand what is happening in other schools, best practices, and District-wide opportunities to deepen their SEL practices and approaches.

Recommendation 4: OSSE to build and organize a city-wide repository to house SEL resources aligned with the system-wide definition, vision and TOA that provides a one-stop-shop for educators and schools/LEAs to find resources, tools, technical assistance providers, grants, etc., to support the integration of SEL.

School Support to Implement Priority Focus Areas for Partial/Full Integration Model

Strengths

Capacity Building Technical Assistance and Funding: OSSE provides substantial technical assistance, learning opportunities, and grants to strengthen and support school's approaches to SEL. The most significant areas of focus for technical assistance and professional development are in:

- **Restorative Practices** – through the Restorative Justice Technical Assistance Grant run by OSSE, over 40 schools have received targeted technical assistance and support for restorative practices. 117 of 240 schools report on MySchool DC the use of 'Restorative Justice'
- **MTSS** – through the School Climate Technical Assistance Grant run by OSSE, they provide training and resources organized around and in support of the implementation of MTSS

Equity-Embedded Approach: DCPS Becoming provides an equity-centered approach to SEL that supports DCPS schools in building their capacity to integrate equity-centered SEL while integrating into the systems and policies led by DCPS central.

Gaps and Recommendations

Guidance and Support to Implement SEL Instruction and Staff Development: While OSSE provides technical assistance and grants focused on supporting staff and schools in many aspects of SEL, many schools are not embedding SEL into core instruction, and more guidance and support is needed to build school and staff capacity to implement.

Recommendation 5: OSSE to develop a pilot to support schools in the implementation of the newly created SEL State Standards to build school and staff capacity to integrate SEL into core instruction, providing professional development and/or technical assistance on the required skills, materials, and systems for implementation.

Deepening Restorative Practices and Conflict Resolution Skills: Many schools name that they are implementing restorative practices, but this is happening at varying levels of implementation and impact.

Recommendation 6: OSSE to develop a grant program building off the existing Restorative Justice (RJ) Technical Assistance Grant to deepen implementation of proactive restorative practices by providing targeted technical assistance to select schools with the highest need, determined by SEL model and out-of-school suspension rates.

Data Collection and Continuous Improvement

Strengths

Data Collection and Intervention: DCPS uses [Panorama](#) to collect student, educator, and adult data on socio-emotional wellness and belonging, this data system also serves as a student behavioral database and is a critical resource for long-term tracking of student's SEL process. Some Public Charter Schools use the [ThriveK12 Wellbeing and School Climate Survey](#) to measure correlations between student/educator wellbeing, general school climate, and academic and professional achievement. OSSE collects and reports [discipline data](#) annually.

Gaps and Recommendations

City-wide Data Collection and Reporting: While DCPS and some charter LEAs use Panorama/other surveys to collect data and monitor student wellbeing/SEL development, there is currently no system-wide method for collecting and reporting on this information.

Recommendation 7: OSSE to develop and launch a Citywide School Climate Survey to provide school leaders with vital data on the strengths and areas for improvement based on student, staff and family surveys (*in progress*).

Recommendation 8: DME to identify key research questions/areas for additional learning and research partners to support continuous improvement efforts on proposed/new initiatives and better understand the impact of different SEL practices, competencies, approaches, and models used by DC schools.

Recommendation 1: SEL Definition And Vision Alignment

DME to convene partner agencies to align on a shared definition, vision, Theory of Action and goals for SEL that will articulate a citywide approach to integrating SEL into school transformation and improvement. To ensure coherency in the system and alignment across agency activities, a city-wide vision is necessary, along with mechanisms to include in school transformation and improvement.

Activity	Proposed Owners
1.1 DME to bring together partner agencies to discuss shared definition, vision, Theory of Action and goals for SEL grounded in the SEL Landscape Scan over a series of 3-4 workshopping sessions.	Lead: DME
1.2 DME to draft language based on workshopping sessions and engage community and stakeholders for feedback.	Lead: DME
1.3 DME to reconvene partner agencies to review, approve language, and develop finalized document to codify language.	Lead: DME
1.4 OSSE to include and use language to inform the development of the SEL state standards.	Lead: OSSE
1.4 OSSE to develop a working group to develop recommendations on embedding SEL into school transformation and improvement strategy.	Lead: OSSE

Recommendation 2: SEL State Standards

OSSE will create SEL state standards grounded in the city-wide definition, vision and goals. In collaboration with key stakeholders, OSSE will determine grade appropriate SEL goals, skill acquisition sequencing, and the recommended environments and resources for evidence-based SEL integration.

Activity	Proposed Owners
2.1 Select qualified vendor to partner with OSSE, creating a workplan to approach standard research and creation.	Lead: OSSE
2.2 Conduct SEL landscape Scan, building on the DME landscape scan, to understand the system and direct school implementation of SEL and existing resources.	Lead: OSSE Support: DME
2.3 OSSE and vendor convene relevant stakeholders in a series for an SEL focus group to contribute their expertise on SEL standard development.	Lead: OSSE Support: DME
2.4 OSSE to develop standards and regularly engage stakeholders and the community for ongoing feedback.	Lead: OSSE Support: DME
2.5 DME/OSSE to regularly meet to discuss the ongoing development of the SEL standards and alignment with the city-wide definition, vision and goals.	Lead: DME Support: OSSE
2.5 DME support the promotion and rollout of SEL Standards once finalized and approved.	Lead: OSSE Support: DME

Recommendation 3: Teacher Preparation

OSSE to convene Teacher Preparation Program providers to identify the preparation experiences necessary for teachers to enter schools and be able to support a Partial/Full Integration Model and support SEL state standards. *To support schools in reaching a Partial or Full Integration model, teachers must be prepared to enter schools equipped with the necessary skills to support students' social and emotional needs and development.*

Activity	Proposed Owners
3.1 OSSE, with support from DME, to convene Teacher Preparation Programs to discuss citywide SEL vision, goals and state standards (if complete) and cross-walk with current learning experiences offered at programs.	Lead: OSSE Support: DME
3.2 OSSE to develop recommendations on courses/experiences to be provided across preparation programs and share back for feedback and discussion.	Lead: OSSE Support: OSSE
3.3 Depending on recommendations, OSSE, with support from DME, pursue any legislative actions to codify requirements on courses and experiences.	Lead: OSSE Support: DME
3.4 Teacher Preparation programs begin the integration of these courses and experiences into programs.	Lead: Teacher Preparation Programs Support: OSSE

Recommendation 4: SEL Resource Repository

OSSE to build and organize a city-wide repository to house SEL resources and information aligned with the system-wide definition, vision and TOA that provides a one-stop-shop for educators and schools/LEAs to find resources, research, best practices, tools, technical assistance providers, grants, etc., to support the integration of SEL. *To create a space for information sharing, OSSE must build and organize a city-wide repository to house SEL resources aligned with the system-wide definition, vision, and TOA that provides a one-stop-shop for educators and schools/LEAs to find resources, tools, technical assistance providers, grants, etc., to support the integration of SEL.*

Activity	Proposed Owners
4.1 OSSE to create a workplan to build out the repository and identify existing materials and resources and determine if any additional FTEs are necessary for the development/maintenance of the repository.	Lead: OSSE
4.2 If necessary, develop a funding request for FY25 FTE to build and maintain repository.	Lead: OSSE Support: DME
4.3 OSSE to build out repository, leveraging existing resources they have identified, resources identified in DME landscape scan, and additional research and collection.	Lead: OSSE Support: DME
4.4 OSSE and DME collaborate on developing and executing on a communications plan to share with LEAs, schools, families, and stakeholders.	Lead: OSSE Support: DME
4.5 OSSE to continue to update and maintain the repository.	Lead: OSSE

Recommendation 5: SEL Instruction Integration & Standard Alignment

OSSE to develop a pilot to support schools in the implementation of the newly created SEL State Standards to build school and staff capacity to integrate SEL into core instruction, providing professional development and/or technical assistance on the required skills, materials, and systems for implementation. *In conjunction with the development of the SEL State Standards, it will be important to support schools in understanding how to integrate these into core instruction. This pilot will start with supporting middle schools, given the drop in sense of belonging after elementary school, to implement the standards and build school and staff capacity to integrate SEL into core instruction.*

Activity	Proposed Owners
5.1 OSSE to identify priority middle schools to participate in the pilot based on the discipline data, attendance, climate and culture survey data, teacher retention and SEL integration framework.	Lead: OSSE Support: DME
5.2 In conjunction with the development of the SEL State Standards, OSSE to develop the design for a pilot that provides targeted professional development and technical assistance to middle schools to implement standards and integrate into core instruction and vet potential providers.	Lead: OSSE Support: DME
5.3 Develop and advocate for a funding request for FY25 to support the extended, targeted technical assistance.	Lead: OSSE Support: DME
5.4 Identify a third-party research institution (e.g., the Lab, Urban Policy Institute, Howard University) to do an evaluation of the pilot to inform professional development/technical assistance and approaches moving forward.	Lead: OSSE Support: DME
5.5 Launch the pilot with targeted middle schools, evaluate the progress of schools via the School Climate Survey (when launched), discipline data and evaluation on the SEL Integration Model Framework, and iterate on structure and professional development/technical assistance as needed.	Lead: OSSE Support: DME

Recommendation 6: Deepen and Extend Targeted Technical Assistance for Restorative Practices

OSSE to develop a grant program building off the existing Restorative Justice (RJ) Technical Assistance Grant to deepen implementation of proactive restorative practices by providing targeted technical assistance to select schools with the highest need, determined by SEL model and out-of-school suspension rates. *Incorporating SEL into a school's discipline system and approach is key to implementing a Partial Integration Model, as well as supporting a safe and positive school environment for students. While many schools identify as using restorative practices, implementation varies, and practices are largely reactive.*

Activity	Proposed Owners
6.1 Using the SEL Integration Model Framework and out-of-school suspension/expulsion data, identify priority schools for targeted technical assistance from SchoolTalk/Restorative DC.	Lead: OSSE Support: DME
6.2 Based on the number of identified schools, develop the grant structure or revise the existing structure of the RJ Technical Assistance Grant and determine the funding required to sustain technical assistance for three years, at a minimum.	Lead: OSSE Support: DME
6.3 Develop and advocate for a funding request for FY25 to support the extended, targeted technical assistance	Lead: OSSE Support: DME
6.4 Identify a third-party research institution (e.g., the Lab, Urban Policy Institute, Howard University) to do an evaluation of the grant program to inform technical assistance and approaches moving forward.	Lead: OSSE Support: DME
6.5 Launch the targeted technical assistance grant with an initial cohort of schools, evaluate the progress of schools via the School Climate Survey (when launched), discipline data and evaluation on the SEL Integration Model Framework, and iterate on grant structure/technical assistance as needed.	Lead: OSSE Support: DME

Recommendation 7: Citywide Climate Survey

OSSE to develop and launch a Citywide School Climate Survey to provide school leaders with vital data on the strengths and areas for improvement based on student, staff and family surveys. *To support schools in increasing students' sense of belonging and inform ongoing and future SEL-related capacity building and integration expansion efforts, OSSE will develop and launch a citywide School Climate Survey. The survey will also inform city-wide efforts to support a coherent vision for SEL and targeted investments.*

Activity	Proposed Owners
7.1 OSSE to work with a vendor develop Citywide School Climate Survey based on existing data collection surveys and platforms used by LEAs.	Lead: OSSE Support: DME
7.2 OSSE to launch the Citywide School Climate Survey in the Spring of SY23.	Lead: OSSE Support: DME
7.3 OSSE to review initial data and engage LEAs to understand the process of collecting information and usability of survey output.	Lead: OSSE Support: DME
7.4 OSSE to iterate on survey and supports to schools for SY 24-25 implementation.	Lead: OSSE Support: DME
7.5 OSSE/DME to discuss how data can inform ongoing or future SEL efforts.	Lead: OSSE Support: DME

Recommendation 8: Leveraging Partnerships for Continuous Improvement

DME to identify key research questions/areas for additional learning and research partners to support continuous improvement efforts on proposed/new initiatives and better understand the impact of different SEL practices, competencies, approaches, and models used by DC schools. *Building from the system's current strengths, the DME will leverage the expert partners to understand better the impact of different SEL practices, competencies, approaches, and models used by DC schools.*

Activity	Proposed Owners
8.1 DME to identify key research questions based on landscape scan, existing data, initial Citywide Climate Survey.	Lead: OSSE Support: DME
8.2 Based on key questions, DME to identify existing or new partners to aid in answering and building a better understanding across these questions.	Lead: DME Support: OSSE
8.3 DME, with support from OSSE, to prioritize key research questions/partnerships for SY23-24, and identify additional funds necessary for priority research questions in FY25	Lead: DME Support: OSSE
8.4 If needed, develop and advocate for a funding request for FY25 to support additional partnerships/research projects.	Lead: DME Support: OSSE
8.5 DME and OSSE to review learnings and use to inform existing and future work to support the vision for SEL.	Lead: DME Support: OSSE