Funding Social and Emotional Learning and Universal Prevention in Schools

June 18, 2014
2:00 – 3:30 PM EDT
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<td>Olga Acosta Price, PhD, Director of the Center for Health and Health Care in Schools, The George Washington University</td>
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<td>Diane Stark Rentner, Deputy Director at the Center on Education Policy, The George Washington University</td>
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<td>Dana Carr, Moringa Policy Consulting and former Director of Health, Mental Health, Environmental Health and PE at the U.S. Department of Education</td>
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<td>The Missing Piece in Reaching Proficiency: Using Title I Funds to Support SEL Implementation</td>
<td>Kari Kirchner, Principal at Mary Todd Elementary School, Lexington, Kentucky</td>
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*Moderator: Jennifer Ng’andu, Robert Wood Johnson Foundation*
Poll Question

In your experience, what is the biggest barrier to implementing social and emotional development programs in your school or district?

1. Limited understanding or general unfamiliarity with the topic
2. Competing school/district priorities
3. Funding needs
4. Unsupportive leadership
5. Lack of community buy-in and support
Social and Emotional Development: Why it Matters to Education

Olga Acosta Price, PhD
Director of the Center for Health and Health Care in Schools
The George Washington University
Our Students...

Experiences that often impact learning:

• Approximately 20% of youth experience a mental disorder in a given year

• More than 60% of children exposed to violence in the past year, directly or indirectly

• Nearly 22% of US children live in poverty

• About 25% of students in the US is an immigrant or child of immigrants

Poll Question

Having strong social and emotional skills means that children can... (check all that apply)?

1. Recognize their emotions, describe interests and values
2. Manage stress and control their impulses
3. Empathize, take another’s perspective
4. Cooperate, seek and provide help
5. Persevere through challenges, resolve conflict
One Concept- Many Languages

- Social and Emotional Development
- Social and Emotional Learning
- Emotional Intelligence
- Social, Emotional, and Character Development
- Social and Emotional Health
- Social Emotional Development and Learning
Promoting healthy social and emotional development/learning

- PROGRAMS
  - Build skills
  - Create supportive climate
- PRACTICES
  - Norms/values
  - Engagement/communication
- POLICIES
  - Schoolwide
  - Districtwide
  - Statewide
The Impact of School-Connected Behavioral and Emotional Health Interventions on Student Academic Performance

An annotated bibliography of the research literature published between 2001 and 2013
Effective SEL & Prevention Programs

2013 CASEL GUIDE

Effective Social and Emotional Learning Programs

Preschool and Elementary School Edition

- www.casel.org
- www.nrepp.samhsa.gov
- www.blueprintsprograms.com
“How can we expand, or even maintain, prevention programs delivered in schools when there is no funding to support that?”
Review of the Funding Guide

Diane Stark Rentner
Deputy Director at the Center on Education Policy
The George Washington University
### What's New

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#### A Guide to Federal Education Programs That Can Fund K-12 Universal Prevention and Social and Emotional Learning Activities

**Author(s):** Diane Stark Rentner, Olga Acosta Price  
**Published:** May 7, 2014

The Center on Education Policy and the Center for Health and Health Care in Schools created this user-friendly guide that highlights 15 federal elementary and secondary education programs where the statutory language or the regulations/guidance that accompanies a program appear to permit funds to be used to support universal prevention programs and social and emotional learning initiatives. The guide also provides examples of schools, districts, and state education agencies that have successfully supported their prevention programs with federal education dollars. An annotated bibliography of significant research regarding the impacts of school-based behavioral and emotional health interventions on student academic performance accompanies the guide.

**View Brochure**

#### A Research Agenda for the Common Core State Standards: What Information Do Policymakers Need?

**Author(s):** Diane Stark Rentner, Maria Ferguson  
**Published:** April 3, 2014

As part of a broader project to better connect the research on Common Core State Standards (CCSS) to policy and practice, CEP
ESEA Programs with *Explicit* Authority for Prevention-Related Activities

- Improving the Academic Achievement of the Disadvantaged, Title I, Part A
- Teacher and Principal Training and Recruiting Fund, Title II, Part A
- 21st Century Community Learning Centers, Title IV, Part B
- School Improvement Grants (SIG), Title I, Part A, Section 1003(g)
- Rural Education Initiative, Title VI, Part B, Subparts 1 and 2
- Indian Education Formula Grants, Title VII, Part A, Subpart 1
- Safe and Drug-Free Schools and Communities Act, Title IV, Part A
- McKinney-Vento Homeless Education Assistance Improvements Act of 2001, Subtitle B of Title VII of McKinney-Vento Homeless Assistance Act
- Promise Neighborhoods /Fund for the Improvement of Education, Title V, Part D
- Elementary and Secondary School Counseling Program, Title V, Part D
- Indian Education Special Programs and Projects to Improve Educational Opportunities for Indian Children, Title VII, Part A, Subpart 2
- Neglected, Delinquent and At Risk Youth, Title I, Part D

ESEA Programs with *Implicit* Authority for Prevention-Related Activities

- Migrant Education Program, Title I, Part C
- Dropout Prevention Act, Title I, Part H
- Alaska Native Education, Title VII, Part C
For each program in the guide, we provide:

• A brief summary of the purpose of the program;

• The amount of funding provided for the program for the two most recent years;

• A description of how the funds are distributed and which entities can receive funding;

• The statutory, regulatory and/or guidance language that allows funds to be spent on SEL/prevention activities;

• A link to the U.S. Department of Education’s web site where more information on the program can be found; and

• Examples of districts and schools that are using ESEA funds to implement social-emotional learning programs.
Tips for Applying for Federal Education Funding

Dana Carr
Moringa Policy Consulting
Former Director of Health, Mental Health, Environmental Health and PE at the U.S. Department of Education
How does ED make grants?

• **Formula Grants:** ED provides funds to states or who, in turn, make grants to school districts based on specific demographic factors.

• **Competitive (Discretionary) Grants:** Fund specific programs as authorized by ESEA and are given based on applications from states or districts that are read and assessed by peer reviewers and then ranked based on scores. Eligible applicants might include:
  – State Educational Agencies (SEAs)
  – Local Educational Agencies (LEAs)
  – Community-Based Organizations (CBOs)
  – Non-Profit Groups
  – Institutions of Higher Education (IHEs)
ED program funding

• Programs and funds vary annually depending on Congressional appropriations

• ED’s website has information about projected grant competitions and grant awards on their Grant Forecast website: http://www2.ed.gov/fund/grant/find/edlite-forecast.html

• **Always** consult the Program Office or SEA for more details, including timing of competitions
In General, when applying for ED funds...

- Read the “application package,” program guidance, and instructions.
  - Consider the “Absolute Priority” of the program;
  - Also assess if there are “competitive” or “invitational” priorities that might either give you additional points or provide insight into the program office’s priorities
- Understand the required reporting measures; and
- Review the Selection Criteria to understand how applications will be assessed and scored.
When incorporating SEL into program activities...

- Understand the theoretical framework and related literature that connects your proposed intervention with the goals of the program

- Consistently and clearly articulate how your intervention will support program goals

- Use current and relevant research citations to support this connection
When preparing your application...

• Consider:
  – What is the state or district’s strategic vision and plan for improving student learning?
  – How will this intervention help advance the strategic plan?
  – What are required elements of the intervention?
  – What are the costs of intervention and are they allowable costs?
    • Staff time?
    • Materials or curriculum?
    • Professional Learning/Development?
When preparing your application...

- Assess your current complementary assets and resources
  - Programming
  - Policy
  - Initiatives
  - Staff
  - Community Support

- What else can be integrated or coordinated to maximize or amplify the impact of your intervention?
  - How will this supplement but not supplant existing efforts using Federal funds?
Still unsure about how your SEL intervention might fit into the program?

- Review the statute and supporting application materials.

- Contact the program office!
  - Key contacts for all programs are listed in the application materials and on the ED website.
Questions about ED programming in general?

• Review ED’s website periodically to learn more about their priorities, language, and initiatives
  – Use social media, such as Twitter, to learn even more
• Consider becoming a peer reviewer for ED grants to learn more about the grant process and how applications are reviewed and assessed*
  – ED programs solicit their own peer reviewers
  – States also use peer reviewers on some grants, such as 21st Century
  – *You cannot be a peer reviewer for a competition for which you have also submitted an application.*
The Missing Piece in Reaching Proficiency: Using Title I Funds to Support SEL Implementation

Kari Kirchner
Principal at Mary Todd Elementary School
Lexington, Kentucky
Why SEL at Mary Todd Elementary?

Soft Skill Deficits
- Students have high needs
- Students lack behavior models at home

Hard Skill Deficits
- Students’ behavior impedes learning
- Students struggle academically

To overcome soft skill deficits, the school integrated social and emotional learning.
## The Singular Seven
Critical Character Qualities for Success!

<table>
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<tr>
<th>Quality</th>
<th>Description</th>
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<tr>
<td><strong>Grit</strong></td>
<td>Commitment and dedication to achieving a goal</td>
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<td><strong>Self-Control</strong></td>
<td>Motivation (desire) + Volition (willpower)</td>
</tr>
<tr>
<td><strong>Zest</strong></td>
<td>Enthusiasm and energy</td>
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<tr>
<td><strong>Gratitude</strong></td>
<td>Appreciating and acknowledging what one has received</td>
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<tr>
<td><strong>Optimism</strong></td>
<td>Being hopeful; resilience that helps one to bounce back from setbacks</td>
</tr>
<tr>
<td><strong>Curiosity</strong></td>
<td>Desire to find out about everything; questioning the why and how of things</td>
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<tr>
<td><strong>Social Intelligence</strong></td>
<td>Ability to understand the emotions, intentions and actions of other people and to influence the behavior of groups of people</td>
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### Who is involved?

**SEL Team**
- Behavior Specialist
- Social Worker
- Guidance Counselor
- Teachers

### What is involved?

**Programs**
- PBIS (Positive Behavior Interventions and Supports)
- Bully Blockers
- Second Steps Curriculum

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<tr>
<td>SEL Programs Implemented</td>
<td>PBIS + Bully Blockers</td>
<td>PBIS + Bully Blockers + Second Steps</td>
<td>Results due in late August...</td>
</tr>
<tr>
<td>Academic Rankings</td>
<td>5th Percentile</td>
<td>21st Percentile</td>
<td>Results due in early September...</td>
</tr>
<tr>
<td>Behavior Referrals</td>
<td>396</td>
<td>152</td>
<td>166 (50 more students in building)</td>
</tr>
<tr>
<td>In School Suspension Room</td>
<td></td>
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Using 21st Century Funds to Advance SEL Practices in New York State

Betsy Morcom-Kenney
21st CCLC State Coordinator
State Education Department, Albany, New York
Support for SEL in New York


Successful schools realize strong academic outcomes by combining high behavioral and academic expectations with equally high levels of student and adult support.

(Lee, Smith, Perry, Smylie, 1999)
Support for SEL in New York

NYS Safe Schools Task Force

In January 2013, the Board of Regents reestablished the NYS Safe Schools Task Force, which is comprised of experts across New York. The task Force will compile measurable ways in which to improve school safety, including holistic approaches that relate to school culture and student engagement, for the purposes of bolstering the social and emotional health and growth of students coupled with academic successes.
Support for SEL in New York

Governor’s Community Schools Grant Initiative

Funding for schools to establish ‘community hubs to deliver co-located or school-linked academic, health, mental health, nutrition, counseling, legal and/or other services to students and their families in a manner that will lead to improved educational and other outcomes.’
Systems Building Among SEA Funding Offices

Breaking Down Silos: Using Expanded Learning Time (ELT) as a pathway to aligning SEL initiatives and support
Draft ELT Definition for New York

Theory of Action:
More time, used well and supported by meaningful and appropriate partnerships, will significantly increase the number of students who develop the knowledge and skills needed to successfully complete a rigorous P-12 course of study that prepares them for future college and/or career opportunities and knowledgeable citizenship.

SEL Indicator:
ELT fosters a school culture of safety, support, and social emotional growth where high expectations for students and staff are clearly articulated and supported through appropriate policies, procedures, and/or practices that adhere to NYSED’s social/emotional learning guidelines.
21st Century Community Learning Centers

**ESEA Waiver:** Allows 21st CCLC funds to support expanded learning time during the school day in addition to non-school hours

- Community-based partners bring a wealth of distinct approaches that support academic enrichment as well as social and emotional growth, which is essential to academic achievement. Community partners complement the instructional approaches of teachers by customizing experiences that build background knowledge and allow students to activate learning, while also building the foundational skills for success in school, college, and careers.

- The next 21st CCLC Request for Proposals will allow a range of models and approaches, provided that any specific model a school, community, or district considers for implementation embodies the research-based principles of exemplary expanded learning opportunities that improve students’ academic, social, and emotional outcomes.
All Programs Must:

- Support the school’s overall academic focus and ensure the integration of academic support, social and emotional development, including enrichment in music and art, and skill development of participants;

- Develop and sustain a meaningful partnership between schools and high-quality community partners who interact directly with students and staff to offer activities and enrichment opportunities that align with state standards, build student skills and interests, and deepen student engagement in school;

- Embody research-based principles of exemplary expanded learning opportunities that improve students’ academic, social and emotional outcomes;

- Ensure that NYS Guidelines for Social and Emotional Development and Learning are reflected in opportunities for youth development and enrichment through hands-on project based activities, service learning, and other experiences not typically offered in the traditional classroom setting.
At Carthage Central Schools, highlighted in the Funding Guide, 58% of students are from transient military families. The afterschool prevention program provides students with individualized social/emotional support and academic support, including credit recovery, counseling, life skills coaching, and assistance to families.

Video: https://www.youtube.com/watch?v=eURHAn2TvVI
THANK YOU
Questions & Answers
To access the recording and slides from this webinar, visit the Center for Health and Health Care in Schools (CHHCS) or the Center on Education Policy (CEP) online, or check for an email following this program.

Bios and contact information for each speaker will also be posted online, within the webinar presentation deck.

**RESOURCES**


Jennifer Ng’andu

Jennifer Ng’andu is a program officer at the Robert Wood Johnson Foundation (RWJF) focusing on eliminating some of the most potent threats to a Culture of Health for children, their families, and communities. She helps carry out grant-making activities to advance social and environmental changes that help individuals and communities engage in healthy practices. Also, she is specializing in the Foundation’s work to build out a violence prevention agenda that addresses roots causes and promotes children’s social emotional development, mental wellness, and resiliency.

Ng’andu comes to RWJF from the National Council of National Council of La Raza (NCLR), where she oversaw efforts to advance the organization’s Health and Civil Rights Policy Projects. Ng’andu has also worked at the National Immigration Law Center, helping to advance the rights of low-income immigrants. Ms. Ng’andu holds a BS in psychology from Duke University. She was born in Lusaka, Zambia and hails from southeastern Connecticut. For more see: http://www.rwjf.org/en/about-rwjf/annual-reports/presidents-message-2014.html
Olga Acosta Price, Ph.D., is director of the Center for Health and Health Care in Schools (CHHCS) at the George Washington University Milken Institute School of Public Health, and is associate professor in the Department of Prevention and Community Health. Dr. Acosta Price has a strong interest in prevention and early intervention programs that address the mental health needs of vulnerable children and their families, and has developed and evaluated programs promoting mental health and resilience conducted in school and community settings. Previously, as founding director of the School Mental Health Program (SMHP), Dr. Acosta Price coordinated, implemented, and evaluated comprehensive school-based mental health programs in more than 30 public schools in Washington, DC. Dr. Acosta Price received her Masters and Ph.D. in clinical psychology from the State University of New York at Buffalo and her undergraduate degree from Vassar College. For more information email oaprice@gwu.edu.
Diane Stark Rentner

Diane has been the deputy director of the Center on Education Policy since its founding in January 1995. From 1988 to 1994, she served as a legislative associate for the U.S. House of Representatives' Committee on Education and Labor, where she worked on the reauthorization of several major education programs including the Elementary and Secondary Education Act, the Higher Education Act, the National School Lunch Act, the Child Nutrition Act, and the authorization of the Goals 2000: Educate America Act.

Diane also worked for the National PTA and the Council of Chief State School Officers in their government relations offices. She holds a B.S. from the University of Utah. For more information email diane.rentner@cep-dc.org.
Dana Carr

Dana Carr is currently the Executive Director of Moringa Policy Consulting, focusing on projects related to public health and education policy development, implementation, and sustainability. Prior to this position, Ms. Carr was the Director of Health, Mental Health, Environmental Health, and Physical Activity Programs at the US Department of Education, working with schools, districts, states, partners, and stakeholders on a range of student and school health issues.

She also served as a program analyst at the US Centers for Disease Control and Prevention. Ms. Carr received her Master's of Public Health degree, with a focus in Maternal and Child Health, from Tulane University School of Public Health and Tropical Medicine. For more information email dana.carr@moringapolicy.com.
Kari was born and raised in the Midwest among a family of educators. Twenty-five years as an educator in Iowa, Illinois, and Kentucky have given her a rich variety of experiences that have contributed to the passion she brings to her leadership role in one of Fayette County’s Schools of Innovation. Raised in a family of educators, Kari is strongly influenced by her father’s mantra, “If you think education is expensive, try ignorance.” Her own motto, “Don’t count the days, make the days count,” reflects her firm belief that the time is now for us to unlock the doors for all children and give them the keys to success. She most firmly believes that ALL children can learn. She holds a B.S. degree in Elementary Education from the University of Iowa, and both an M.S degree in Educational Psychology and an Ed.S degree in Educational Leadership from the University of Kentucky. For more information email kari.kirchner@fayette.kyschools.us.
Betsy Morcom-Kenney

Betsy has worked in the field of education for over 25 years. She currently serves as New York’s 21st Century Community Learning Centers (CCLC) State Coordinator, and is Supervisor of Education Programs in the Office of Student Support Services at the State Education Department. Betsy has worked with 21st CCLC grants since 2000, when she was the Program Director for 16 rural upstate after-school and summer programs, involving 25 contracted community partners who provided services to over 1200 children each day. She went on to serve as the Eastern Regional 21st CCLC Coordinator, and came to the State Education Department in 2008. She continues to focus her time and attention to administering 21st CCLC funds and assisting grantees around the state in providing high quality expanded learning opportunities for youth and families.

Betsy earned a Bachelor of Arts degree in Sociology from Hartwick College and a Master of Science degree in Education from SUNY Oneonta. For more information email ekenney@mail.nysed.gov.