



YDEKC
Youth Development Executives
of King County

Equity focused Policy, Partnerships and Practice
for a Whole Child, Whole Day System

Agenda

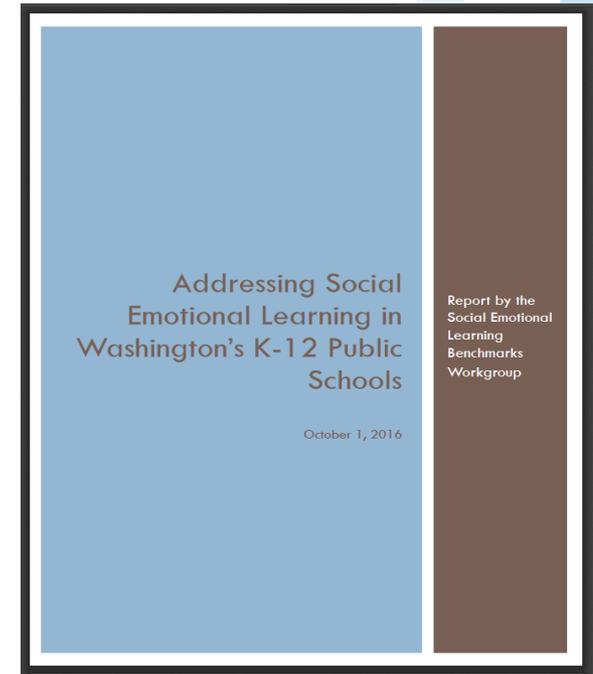
- **Opening Activity**
- **SEL Landscape Scan: Systems and Structures that Support Whole Child Outcomes & State Guidance on SEL**
- **Panel Discussion, Q & A**
- **Small groups**
- **Final Reflections**



Youth Development Executives of King County (YDEKC) is a coalition of youth-serving organizations and a cross-sector convener working to advance the youth development field to improve holistic outcomes for young people.

What is Social Emotional Learning?

A process through which people build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that supports success in school and in life.



<http://www.k12.wa.us/Workgroups/SELB-Meetings/SELBWorkgroup2016Report.pdf>



Authorizing Legislation

SSB 5883 (2017) Part V Education P. 188

- Identify and articulate developmental indicators for each grade level/band;
- Solicit feedback from stakeholders;
- Develop a model of best practices or guidance for schools on implementing the benchmarks and indicators;
- Submit a final report with recommendations to the education committees of the legislature and the office of the governor.



2019 Legislative Report Recommendations

- **Clarify** SEL goals and expectations for students and adults
- **Disseminate** resources to improve SEL implementation quality
- **Invest** in infrastructure and a systems approach to reduce fragmentation and ensure equitable access to resources
- **Build the capacity** to collect/use formative data at the setting and student levels to inform the continuous improvement
- **Fund** state, regional and local efforts



SEL Online Educator Training Module (2017)

<http://www.k12.wa.us/StudentSupport/SEL/OnlineModule.aspx>

- OSPI tasked by Legislature to develop an SEL training module per ESSB 6620, Sec. 4 (2016)
- September 2017, in partnership with the American Institutes for Research (AIR), launched an online training module for educators, administrators and other school staff
- PESB completed a SEL Micro-credentialing pilot project (fall 2018)



SEL Module Table of Contents

- **Segment 1:** Overview and benefits of SEL
- **Segment 2:** Embedding SEL Schoolwide
- **Segment 3:** *Creating Professional Culture Based on SEL*
- **Segment 4:** *Integrating SEL Into Culturally Responsive Classrooms*
- ***Segment 5:** *(coming soon) Trauma Informed SEL*
- **Segment 6:** *Identifying and Selecting Evidence-Based Programs*



Washington SEL Implementation Briefs

- For Educational Leaders
- For Educators
- For Community and Youth Development Organizations
- For Families
- Cultural Responsiveness



Table of Contents: Washington Social Emotional Learning Implementation Guide

- Introduction
 - [SEL Is a Shared Responsibility](#)
 - [What Is Washington’s SEL Implementation Guide?](#)
 - [Why Is Social Emotional Learning Important?](#)
 - [Why Does SEL Matter for Washington’s Students?](#)
 - [How Can We Implement SEL in Our School and Community?](#)
 - [Where to Start? School and Community Readiness to Implement](#)
 - [Research and Evidence Base](#)
- Guiding Principles
 - [Equity](#)
 - [Cultural Responsiveness](#)
 - [Universal Design](#)
 - [Trauma-Informed Practice](#)
- Essential Elements of the Washington SEL Implementation Guide
 - [Building Adult Capacity](#)
 - [Creating Conditions to Support Students’ SEL](#)
 - [Collaborate With Families and Communities](#)
- Conclusions



Three Essential Elements of the SEL Implementation Framework

- Create a positive school climate and culture
- Link SEL to existing school policies and practices
- Focus on classroom-based approaches that promote SEL
- Select and implement evidence-based SEL practices
- Use data for continuous improvement

Create conditions to support students' SEL



- Collaborate with families
- Collaborate with community stakeholders
- Collaborate with ELO providers

Collaborate with families, communities, and ELO providers



- Create leadership team
- Develop a vision statement
- Conduct a needs and readiness assessment
- Create an implementation plan
- Create a professional learning system

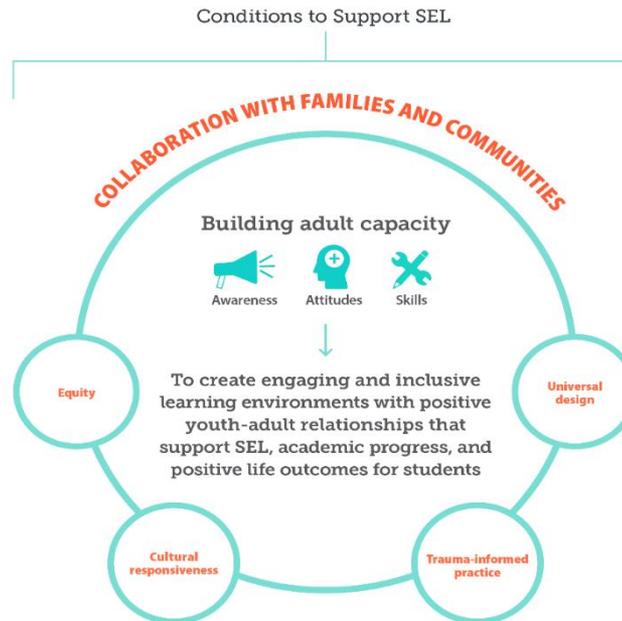
Build adult capacity



SEL Core Principles:

- Equity
- Culturally Responsive
- Universally Designed
- Trauma Informed

A communitywide vision for Social Emotional Learning



This figure was prepared under Contract ED-IES-17-C-0009 by Regional Educational Laboratory Northwest, administered by Education Northwest, based on the work of the Washington Social Emotional Learning Indicators Workgroup.



Overview of Senate Bill 5082 (2019)

- Creates ongoing SEL Committee to promote and expand SEL.
- Requires OSPI to:
 - Staff the SEL Committee
 - Review and adopt SEL standards and benchmarks.
 - Align academic standards and SEL standards.
- PESB must incorporate SEL standards and benchmarks into the principal, teacher, and paraeducator standards.
- OSPI shall create an expanded list of resources for PD on SEL related topics.
- Beginning 2020-21 districts must use one of the professional learning days, every other year, to train school district staff on SEL related topics.



The SEL Landscape Project

- In 2017-2018 Youth Development Executives of King County (YDEKC) developed a **SEL landscape scan of the Road Map region**.
- The landscape scan is a **general summary of what systems and structures are in place** that support whole child outcomes across the whole day in each of the seven school districts in the Road Map region. Report available at ydekc.org.
- Individual district-level SEL scans were also developed from the regional scan and were created and shared with the districts.
- **Goal:** Better understanding of the SEL landscape within the Road Map school districts including afterschool and to identify opportunities and action steps for cross-sector collaboration for whole child outcomes within the Road Map region.

What does a whole child, whole day approach look like?



SEL Landscape Themes

1. “The readiness here is phenomenal.”

We found an awareness and articulated support for whole child efforts across the region and in all seven school districts’ central administrations. While a holistic approach has long been a focus for youth development organizations, the potential of language and practice alignment with schools is now growing in the region.

2. “It’s not the *what* it is the *how*.”

Although district central offices are all working towards building a vision and comprehensive framework for supporting all students, the "how" of bringing this vision to life varies from district to district, and even more widely from school to school.

3. “How can we develop social and emotional skills in youth, when we (adults) struggle with it?”

Across the board, we heard that SEL needs to start with adults, and this can be a challenge. In multiple conversations, the challenge of shifting adult mindsets, actions, and behaviors to prioritize and model social and emotional learning practices in the classroom was a prevalent and urgent theme.

4. “Building partnerships take time.”

Collaboration with families and community partners was also pointed out as a key piece of supporting SEL and creating a safe and positive school culture. It was pointed out in several discussions that this is often an afterthought or a “last step” rather than the “first step” in informing decisions. School districts in the region are increasing family and community engagement efforts.

5. “It’s hard to prove effectiveness of preventive work.”

Measures of social and emotional skills at the individual level are in a fairly emergent stage, and there could be unintended consequences for kids that get labeled as lacking SEL skills. Across the Road Map region, school districts are collecting data on school climate and culture using a variety of student, staff, and parent surveys.

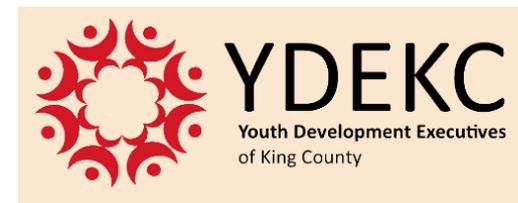
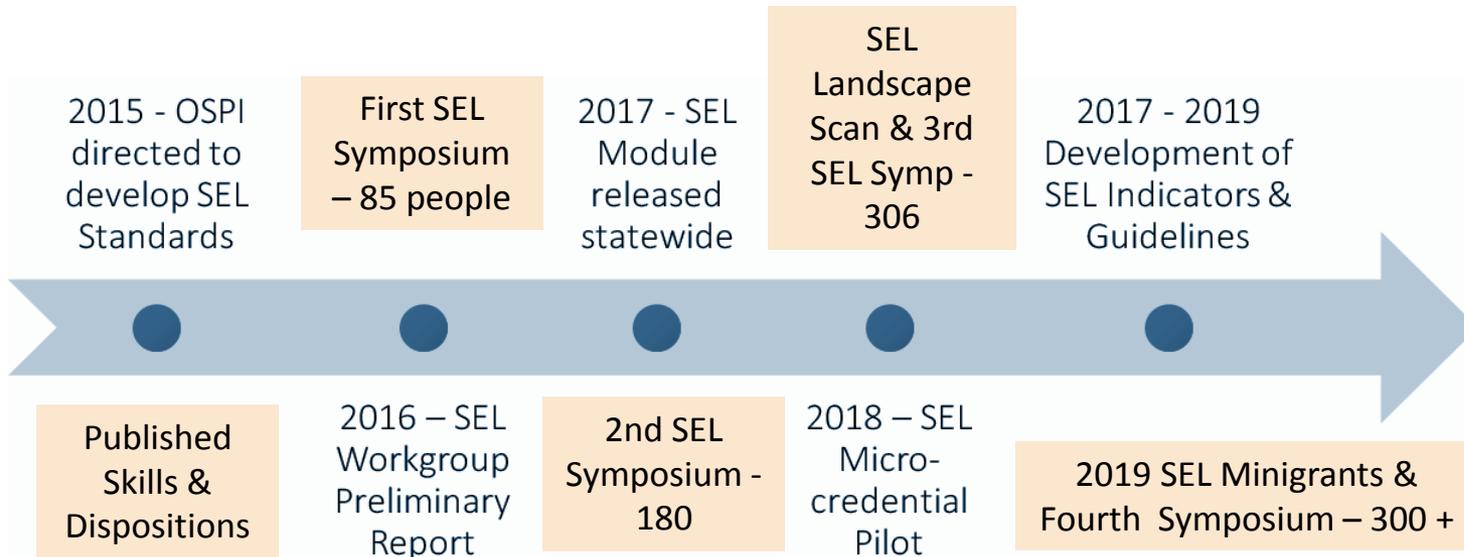
SEL Landscape Recommendations

1. Develop consistent messaging about the holistic needs of youth and the systems and structures needed to cultivate SEL across the day.
2. Strengthen connections and alignment within districts and across sectors to connect whole child supports.
3. Increase professional development and capacity support for educators and leaders to strengthen their own SEL skills and the practices to create learning environments that foster SEL in youth
4. Increase and build upon existing collaborative partnerships with families and community partners by integrating explicit SEL efforts in partnership ecosystems in the Road Map region.
5. Support the use of data for continuous improvement that emphasize the learning environment, adult practices and youth and family perspectives.

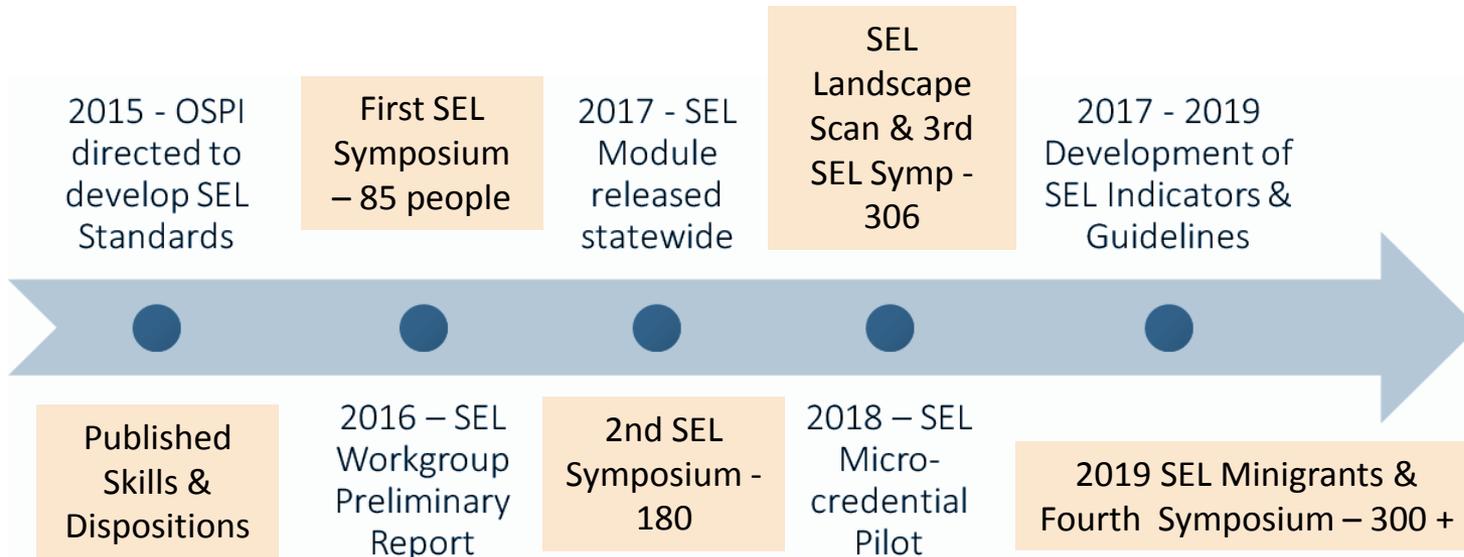
SEL Integration in Washington



SEL Integration in Washington



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PANEL DISCUSSION

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Dr. Keisha Scarlett, Seattle Public
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Pedro Perez, Geeking Out Kids of Color
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Sheila Capestany, Director, Children,
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Q & A

TABLE DISCUSSIONS

In groups of 3 – 4, discuss...

What opportunities this year do you have to better integrate and align your work with others?

What is one tangible thing you can do in your role to further create an equity focused learning environment?

REFLECTION

In your journal, page 10

Red Light:
Stop Doing

Yellow Light:
Wonder or
need more info

Green Light:
**Go! Start doing
today**





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Learning is inherently social and emotional.

Families, schools, expanded-learning providers, and community members must work together to build environments that promote social and emotional learning (SEL), inspire a sense of belonging, and reflect and value the diversity of the youth we serve.

This comprehensive approach to SEL that includes school culture and climate as well as classroom instruction in both formal and informal (expanded learning) settings, has led us to use the phrase “whole child, whole day” to describe the broader context of SEL-related efforts.

Equity

To implement an equity-focused SEL effort, consider the following questions:

- To what extent is creating equitable and accessible learning environments and outcomes an explicit part of your SEL work?
- What opportunities do you have for adults to develop their own self-awareness, social emotional intelligence, and cultural competence, and to surface and confront the ways in which they contribute to racial vulnerability of students?



Culturally Responsive

To implement culturally responsive SEL, consider the following questions:

- Do you have professional learning available to adults in your school about the importance of respecting cultural differences?
- What types of curricular and instructional materials related to the cultures of your students do you have available to teachers?



Universal Design

To implement an SEL effort that incorporates principles of universal design, consider the following questions:

- Do you consider variability in students' social emotional and academic development when teaching and integrating social emotional skills?
- Are systems in place to recognize the need for and provide individualized social emotional intervention and goal setting when needed?

***For more information, see Ohio's [UDL](#) and [UDL and SEL](#) webpage, which provides materials that highlight how UDL can be incorporated into SEL.*



Trauma Informed

To implement a trauma-informed SEL effort, consider the following questions:

- To what extent do adults take a strength-based approach in working with students?
- To what extent does your school support adult awareness of their ongoing experience of trauma; how it may affect interactions with students, families, and colleagues; and strategies to recognize and cope?

For more information, OSPI provides [10 Principles of a Compassionate School](#); also see [The National Child Traumatic Stress Network Child Trauma Toolkit for Educators](#).

