



Executive Summary of the Social, Emotional, and Academic Development Landscape Analysis September 2018

Background, Purpose, and Process

In spring 2018, the [National Commission on Social, Emotional, and Academic Development](#) (National Commission) partnered with The Boston Consulting Group (BCG) to capture the current state of the field engaging in social, emotional, and academic development-related work in U.S. PK-12 education. This analysis was intended to serve two main purposes. First, the analysis was intended to inform the National Commission's work. At the time of the Landscape Analysis's conception, the National Commission was in the process of finalizing its recommendations across policy, practice, and research. There was an emerging belief that making these recommendations public in a report would not alone generate the field-level change needed to drive this movement forward. Thus it was important that the National Commission understand the field's existing capacity and how it might support implementation of the recommendations, as well as gaps and areas for additional development and investment.

Secondly, there was interest in the broader field, including among the members of the National Commission's partner in this work, [Grantmakers for Thriving Youth](#) (GTY), in having a publicly-available resource that describes the field landscape. Stakeholders expressed that a deeper understanding of activity in the field might uncover potential collaborations, connections, and investment opportunities. They expressed the importance of creating a resource that would reflect a broad conception of the field, highlighting diverse efforts with complementary aims.

In service of these twin purposes, the Landscape Analysis aims to examine the reach of and demand for existing programs and initiatives, momentum of recent and ongoing efforts to build capacity, footprint of recent philanthropic investments, and stakeholder perspectives on opportunities and gaps. Inputs to the analysis included review of over 20 existing market analyses, reports, and other publications, from groups such as CASEL, Education First, Learning Heroes/Edge Research, RAND, and the Wallace Foundation. The team also interviewed roughly 100 stakeholders, including educators, researchers, policy experts, non-profit leaders, parents, students, funders and others. Interviewees included many leaders engaged in one of the National Commission's various committees and groups, along with a selection of non-Commission affiliated educators. In partnership with GTY members and additional funders, three years of data on philanthropic giving from 16 funders was also submitted, analyzed, and incorporated into the analysis. Finally, the team reviewed the websites of numerous field actors to gather information on their priorities, initiatives, funders, and partners. In all, the analysis reached 314 organizations with a direct or adjacent relationship to the social, emotional, and academic development (SEAD) space.

While it is quite detailed and was developed with a broad range of expert input, this analysis does have some limitations. First, though our reach was informed by broad input, undoubtedly the analysis misses some important efforts. This analysis should not be relied upon to capture the total number of actors in the field overall or doing a particular type of work. In addition, the analysis does not provide an independent evaluation of the quality or level of impact of specific programs (however it does cite some secondary sources which do



this). Finally, the analysis does not address the current state of implementation in schools, districts, or out-of-school time (OST) settings, beyond synthesizing existing reports on this topic. There is an ambition that over time this analysis can be updated and improved; potential areas for expansion are highlighted at the end of this document.

Structure of the Landscape Analysis

The Landscape Analysis has multiple components. The centerpiece is the Landscape Analysis narrative, which can be found [here](#). The narrative is built around 14 potential areas of activity, called implementation levers, that if activated could aid in the expansion of social, emotional, and academic development. These levers were synthesized from initial stakeholder interviews. Within a given lever, the analysis aims to provide a snapshot of the field's current capacity and the most important areas of activity looking forward. The levers are:

- Encourage creation of new school models and OST program designs/approaches, and enhance marketplace of integrated social, emotional and academic-related products and services (e.g., curriculum, technology) to drive high quality implementation.
- Create and roll out a broadened set of systems and tools for measurement of social, emotional and academic learning environments.
- Expand supply of high-quality technical assistance to districts and the out-of-school time sector, building implementation capacity.
- Build capacity and buy-in of place-based networks and equip them with resources to support local adaptation and implementation.
- Redesign educator preparation programs to balance knowledge of standards with an understanding of youth development and transformed vision for school learning environments.
- Focus leadership and educator development providers' programs more explicitly on developing adult capacity in social, emotional and academic domains.
- Promote increased and more flexible federal and state resources to support integrated social, emotional and academic development in a way that ameliorates existing disparities.
- Coalesce and integrate catalytic resources around the highest priority implementation opportunities and questions across practice, policy and research.
- Mobilize youth voice and leadership to actively drive a national and local implementation agenda.
- Grow the familiarity, alignment and commitment of families, parents, caregivers and grass-roots organizations in local communities through balance of local coalition building and high visibility public campaign(s) with clear, consistent messaging.
- Engage educators to spread best practices and awareness about social, emotional and academic development through social media engagement and educator-led networks.
- Engage and advocate to local, state and federal policy makers to enhance and create supportive conditions for implementation.
- Ensure social, emotional and academic development is prioritized on the agenda of major national and regional associations within the education and OST sectors.
- Develop a more aligned, diverse and inclusive field by encouraging ongoing collaboration and continuous improvement.



The second component of the Landscape Analysis is a “beta version” [relational map of field actors](#), accompanied by a slide deck with findings, insights and instructions for use of the map. The relational mapping is an initial attempt to characterize the field in a more purely data-driven way, based on public reporting (on websites) of funder and partner relationships. The goal of this component is to determine the connections and networks among field actors, highlighting which organizations are already working together, and where potential opportunities for further connections lie.

Finally, the Landscape Analysis process also included an opportunity to highlight the work of the Taxonomy Project from Stephanie Jones and the EASEL lab at Harvard, which captures another aspect of the landscape, the relationships among the various competency frames used in the social, emotional and academic development ecosystem. That work is not further summarized in this document, but more information can be found [here](#).

Findings from the Landscape Analysis

Synthesizing across the 14 implementation levers explored in the Landscape Analysis narrative, 4 cross-cutting themes emerged:

1. Strong demand and growing adoption
2. Critical need for exemplars and improved implementation knowledge
3. Significant opportunities for building field capacity in every corner of the field
4. Opportunity to continue to strengthen field collaboration

1. Strong demand and growing adoption

Demand for programming in social, emotional, and academic development is strong, and the number of schools, districts and programs emphasizing these skills is growing rapidly. Several conditions have contributed to this demand, including the increased policy flexibility for states under ESSA; mounting evidence of the positive impacts of a more whole child focus; an increase in the availability of related curricula, tools, and resources; and perhaps most importantly, a deep resonance among educators.

All of these factors have led schools, districts, OST providers and states to increasingly incorporate approaches related to social, emotional and academic development in their respective settings. In the OST space, many providers have implemented integrated social, emotional and academic development for decades, however there are some emerging efforts to codify and make such efforts more explicit and intentional. In schools, millions of students are participating in curricular programs that emphasize social and emotional skills; for example, the SecondStep program alone reaches 13 million students per year. Over 15 million students have completed an SEL-related assessment of some kind. At the district level, CASEL’s Collaborating Districts Initiative initially included eight districts focused on district-wide implementation of integrated SEL; today, CASEL supports 20 districts with demand from many more. Similarly, at the state level, CASEL’s Collaborating States Initiative received applications from 40 states for 5 initial slots; today it includes 25 states.

2. Exemplars and implementation knowledge



The deep resonance of social, emotional and academic development has a corollary: nearly every educator exhibits some of the desired behaviors. Yet, the National Commission’s recommendations describe a level of implementation that most stakeholders believe remains relatively rare. This gap -- between what almost every educator does already and what the Commission is recommending -- is not clearly articulated in the field. There is little consensus about the sequence of steps to take between typical and exemplary implementation. This is complicated by the wide range of entry points for social, emotional and academic development-related work: SEL, school climate, school safety, anti-bullying, equity, community schools, workforce readiness, personalized learning, the science of learning and more. Each of these distinct but overlapping domains has its own language, implementation approaches and providers. Many settings are implementing multiple of these at once.

As a result, it is not surprising that current implementation of social, emotional and academic development faces several pitfalls. Relative to the Commission’s recommended integrated approach, many schools and systems are mistaking the part for the whole – e.g., a school implementing a singular program or approach, such as a climate survey or discipline program, and assuming that it is “doing SEL.” Others have taken an initial step, like implementing climate survey or explicit instruction program, and may be aware that there is more to do, but lack the tools and support to, for example, use climate data to drive action or integrate social and emotional development more explicitly in academic subject areas. Finally, there is a concern over SEL or similar programming delivered without proper training rooted in equity, and its potential to exacerbate inequities for marginalized student groups. Stakeholders emphasized that equity should be central to program design such that programs are sufficiently customized to meet the needs of all students.

In light of these pitfalls, there is a need at the sector level for more real-life exemplar models, stronger field-level engagement and support around implementation entry points and progressions, and more and better measurement tools to enable leaders to assess their level of implementation and how to continuously improve. This imperative is all the more urgent in light of the high demand described above. There is real risk of low-quality implementation imperiling the movement.

3. Capacity-building opportunities

In addition to the need for more implementation knowledge, there is a need for increased field capacity at all levels to support high-quality implementation of integrated social, emotional and academic development. This capacity includes the social and emotional skills of adults who interact with children and extends to a broader set of organizational competencies in schools, school systems and OST settings, including the ability to effectively implement change. Critically, capacity-building needs also extend to the ecosystem of field organizations that support schools, school systems, and OST providers, including state education agencies and regional service centers, schools of education, community- and state-level coalitions and collective impact networks, third-party professional development and technical assistance providers and curriculum providers, among others. Across the 14 implementation levers explored in the Landscape Analysis, a total of 73 improvement opportunities were identified to support successful implementation of social, emotional, and academic development. (The full list of opportunities is included in the Appendix to this document.) Most of these relate to building the capacity of this support ecosystem in some way.



To illustrate just a few examples:

- There are relatively few integrated programs designed for a diversity of contexts (e.g., high school students, STEM subjects), and the strongest models have limited reach. This suggests a need for more diverse, integrated programs, as well as scaling-up of models that have demonstrated success
- There are some emerging place-based networks focused on social and emotional learning, but reach is limited; in addition, there are many emerging place-based networks without this focus. Therefore, there is an opportunity for additional incorporation of social, emotional, and academic development into these networks
- In pre-service training, only a fraction of educators are reached through programs that deeply integrate social, emotional content and support adults meaningfully around cultural competence, demonstrating sizable work needed in this area. Stakeholders reiterated the importance of equity within adult capacity, stressing that all educators should have the mindsets and skills to create learning environments where all students feel respected and valued
- Technical assistance (TA) providers with expertise in change management have limited reach in this sector, and demand for this expertise exceeds supply. Therefore, additional high-quality TA providers with experience in change management are needed to assist schools, districts, and states with successful implementation of integrated social, emotional and academic development

4. Strengthened field collaboration

Stakeholders widely express that to date, the National Commission has been successful in facilitating strengthened relationships and building collaboration across the field, and that this collaboration will be even more important going forward. The Commission has developed a reputation among many as a neutral space that enables a diverse array of field leaders to collaborate. There's also a belief that the Commission has helped social, emotional, and academic development gain prominence on several partner agendas.

However, we also consistently heard that there is more work to do to continue growing the coalition after the National Commission's report is released. This includes deepening the active engagement of several constituencies already engaged in the Commission's work, including civil rights, academics-focused education reform, business, and youth development. It also includes expanding engagement across the many movements and causes that intersect in the social, emotional and academic development space, including Dignity in Schools, opportunity youth, SEL, college access and success, school safety, early childhood access/quality, child mental health and trauma-informed care and education, among others.

This broadening and deepening of the coalition is important as it promises to increase the value of engagement and knowledge sharing within the coalition, enabling a greater diversity of voices for field leaders to learn from, a greater opportunity for alignment and coherence, and a broader audience for any one leader or organization's ideas. A broader and deeper coalition also increases the influence and effectiveness of the coalition within the U.S. education landscape, and mitigates the risk of this work being type cast as any one faction's agenda.



Stakeholders strongly emphasized that any ongoing coalition should support and enable organizations in the field, rather than competing with them.

Findings from the relational mapping exercise

The “beta version” relational map enables a visual depiction of the network among 224 organizations cited in the Landscape Analysis. These organizations cited over 800 additional organizations as funders or partners on their websites. While the methodology based on website reviews no doubt underrepresents the true number of connections among field actors, this methodology was able to show an interconnected web that includes about 2/3 of the initial set of organizations (the remaining 1/3 either are not connected to the main network of actors, or have connections that were not found on public websites).

Among all actors, CASEL has the most connections with organizations doing “SEAD-related” work (24), and the Gates Foundation is the most well-connected funder with such organizations (18). Big Brothers Big Sisters had the most associations of any organization (34 in total) but only 4 connections to actors classified as significantly engaged in SEAD-related work.

Most of the broader takeaways from this analysis are intuitive and consistent with the qualitative analysis underlying the Landscape Analysis narrative. For example, philanthropic and convening organizations are highly connected and cluster at the center of the network map. Research institutions also tend toward the center of the map. Technical assistance providers tend to be more peripheral; potential causes include that these organizations rely less on philanthropy and/or that commercial TA providers are less likely to disclose partners publicly. However, this is also consistent with the findings that the TA landscape is extremely fragmented across a large number of relatively small-scale providers.

One final finding of interest: ten of the top 50 funders and partners named most frequently by actors engaged in SEAD-related work are large companies. This suggests an opportunity for more engagement with the business community, not only as important stakeholders providing expertise on what the workforce is demanding, but also as potential catalytic funders via corporate philanthropy.

Future of the Landscape Analysis

Landscape Analysis narrative

While the Landscape Analysis is quite extensive, it represents the field at a snapshot in time and is subject to the collective biases and blind spots of our team and ~100 interviewees. Subsequent updates to the Landscape Analysis narrative might attempt to fill these blind spots, particularly in capturing additional important efforts in adjacent movements and/or leading-edge state and local efforts. Further analysis might also further quantify the social, emotional, and academic development field, capturing the reach of additional organizations and initiatives and additional measures of implementation on the ground. In addition, future versions could push deeper on the quality and/or level of alignment with the National Commission’s recommendations.

A future Landscape Analysis might go deeper in a couple of specific areas prioritized by some stakeholders we engaged. The current Landscape Analysis examines the ecosystem of out-of-school time (OST) providers and field actors, but could further explore certain areas (e.g., building out an analysis of OST pre-service and in-



service training). In addition, while the current Landscape Analysis mentions the important roles of school-based non-teaching staff (e.g., counselors) a future analysis could address the support landscape for these roles in much more depth.

Relational map of actors

The relational mapping analysis also should be updated over time. The organizations profiled could be expanded to include a more comprehensive set of actors, including from sub-sectors mentioned above. The analysis also could be refined to improve the accuracy and comprehensiveness of the underlying data, via outreach to organizations to verify information on their funders, partners and activities (filling in gaps for those who do not post this information on their website). Additional data fields such as board membership and demographics, years in operation, and organizational budget could also be collected to provide a richer picture of each actor's involvement and investment in the field. Finally, there are opportunities to standardize, and possibly partially automate, the process for collecting data so that it can be updated more easily and on a more frequent basis.



Appendix

Lever	Field status and momentum	Opportunities
<p>School & program design models, curriculum, and other tools</p>	<p>School-based programs and curricula</p> <ul style="list-style-type: none"> • There are many explicit instructional options, a number of which have been vetted by CASEL, determined to be high-quality, and are aligned to the goals of social, emotional, and academic development; however, more widespread adoption with strong implementation is needed • Relatively few integrated curricula exist, demonstrating a need for more products that integrate social, emotional and academic-related skills into academics. Incumbent and alternative publishers are making some inroads here, however we are far from mass adoption across grade levels and subjects. Social and emotional curricula integrated into academics is focused mostly on literacy and history vs. math or science, as well as younger grades. Curricula and tools also need to be developed in a way that is reflective and inclusive of all students' backgrounds • Finally, emerging curricula and Ed tech tools require more quality reviews and evidence of effectiveness (see more details in curriculum aggregators and evaluators sub-section) <p>Curriculum aggregators and evaluators</p> <ul style="list-style-type: none"> • Looking forward, in addition to review of explicit instruction curricula, evaluations of materials in core academic subject areas should incorporate criteria that focus on the development of social, emotional and academic-related skills and competencies • CASEL is the only known social, emotional, and academic development-focused organization that routinely evaluates and publishes guidance on curricula in the field. Expansion of curricular providers and programs – and a push to include core academic curricula – may create a strain on field capacity to keep up 	<p>School-based programs and curricula</p> <ul style="list-style-type: none"> • Develop more options that integrate social and emotional skills into academic content, with focus on higher grades and STEM subjects. Large publishers represent opportunity to reach greater scale • Develop more options to systematically integrate social and emotional skills outside of core-content subjects, e.g., arts, music, sports • Expand tools that enable local integration of social and emotional skills into existing curricula • Continue to promote infusion of social and emotional competencies in education technology tools and other near-in adjacencies, e.g., restorative justice programs • Develop programs that are sufficiently customized to meet the needs of all students across all learning environments <p>Curriculum aggregators and evaluators</p> <ul style="list-style-type: none"> • Lead continued push for greater breadth and frequency in aggregation, review, and evaluation of content (e.g., review of core academic and OST curricula with social, emotional, and academic lens)

	<ul style="list-style-type: none"> Existing curriculum aggregators, review, and evaluation assets not historically focused on social, emotional, and academic development (e.g., EdReports) for both in-school and OST settings would seem to have an important potential role in expanding the field's capacity It is likely preferable to have fewer credible reviewing organizations (with expanded capacity) rather than many disparate reviewers <p>School and program design models</p> <ul style="list-style-type: none"> While several strong examples and pockets of innovation exist, the majority of students are not experiencing the high-quality, integrated social, emotional and academic development envisioned by the National Commission. The amount and degree of change needed is vast and difficult to achieve More models of what the Commission is recommending are needed. Assuming exemplar models emerge, scaling is also a challenge. Leading school operators and partnership networks have been slow to scale, capping out around ~200 schools (thus far). Experience to date suggests that school models alone cannot enable consistent, national implementation of integrated social, emotional, and academic development. They represent one lever alongside other changes that are needed A greater infusion of resources from public and/or philanthropic domains would enable expansion of high-quality models <p>OST programs and curricula</p> <ul style="list-style-type: none"> The core organizing principle of much of the OST sector is a commitment to positive youth development, yet the sector currently lacks the resources and support to fully realize its potential to positively impact social, emotional, and academic development in children and youth Stakeholders report that many organizations in the sector – both direct service and support organizations – are chronically under-resourced. In many organizations serving children and youth, high staff turnover; inadequate pre- and in-service staff training and attention to quality improvement; and insufficient 	<p>School and program design models</p> <ul style="list-style-type: none"> Expand number and reach of high-quality school models with integrated social, emotional, and academic development Extend social and emotional content into “adjacent” school models—e.g., integration of social and emotional learning into personalized learning models Provide supports to school operators and partnership models to evolve their constructs to more comprehensively integrate the Commission's recommendations into their practices Provide supports for implementation progressions of social, emotional, and academic development across a diversity of learning environments and entry points, by which operators can move along a continuum to full integration of the Commission's recommendations <p>OST programs and curricula</p> <ul style="list-style-type: none"> Secure increased core support, from both the public sector and philanthropy, for OST providers who are explicitly integrating social, emotional, and academic development into effective programs Support OST programs to codify skills and make intended social and emotional outcomes more intentional and explicit
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	<p>organizational, management and leadership capacity collectively hinder both access to and quality of services</p> <ul style="list-style-type: none"> • There are some areas of positive momentum in the field (though with still a long way to go), including school-OST partnerships and support for greater intentionality in the focus on social, emotional, and academic development (vs. more informal/incidental focus) 	<ul style="list-style-type: none"> • Increase supports (e.g., improved TA) that strengthen social, emotional, and academic-based programming for OST providers, including effective tools for measurement. Develop more high-quality SEAD-related curricula, tools, and other supports tailored to out-of-school settings • Leverage the OST sector’s capacity to equip and support families in understanding and supporting social, emotional, and academic development • Build alliances and alignment in support of the Commission's vision with field organizations across the core areas focused on by OST providers, including arts, sports, STEM, youth organizing, others • Pursue opportunities to better integrate the expertise of OST practitioners, researchers and advocates with their counterparts focused on school settings. The opportunities for partnership and integration extend from Commission-level work to individual schools and OST programs
<p>Continuous improvement systems, measurement and frameworks</p>	<p>Measurement and assessment</p> <ul style="list-style-type: none"> • While R&D efforts will likely take time to deliver tangible tools for the field, the need is clearly identified and there are several initiatives currently working to address measurement gaps that exist, e.g., <ul style="list-style-type: none"> - The Taxonomy Project - Multiple collaborative networks committed to improving the reliability and accuracy of assessments related to social and emotional competencies such as MeasuringSEL and FCIM • However, (1) there is no clear coalition or organization supporting assessment and accountability policy efforts nationally, with disparate efforts on state-by-state basis; (2) there are a number of unsettled research and development questions, particularly related to measuring student social and emotional competencies directly, and advancements in research do not necessarily happen on a predictable timeline; (3) a vision for stronger research-practice integration (as proffered in the National Commission's research recommendations) is in very nascent stages; (4) there is no collaborative network convening 	<p>Measurement and assessment</p> <ul style="list-style-type: none"> • Develop greater understanding and alignment regarding similarities and differences across terms and frameworks (currently underway, the Taxonomy Project) • Expand adoption of assessments focused on school climate • Continue current efforts to create improved assessments (including those focused on student SEL competencies) with proven validity and reliability • Develop more robust supports to districts, schools, and the OST sector for effectively using the data collected to improve practice • Build greater consensus across field around appropriate path forward on accountability. In parallel, solidify coalition to support assessment and accountability policy efforts across states • Support efforts to apply an equity lens to measurements and assessments, including reducing cultural bias and considering policy implications



	<p>multidisciplinary actors to drive improvements to social and emotional measurement tools in the OST sector; (5) K-12 and OST-focused assessments are for the most part being developed in parallel rather than in collaboration or alignment (or even, in many cases, awareness)</p> <p>Research</p> <ul style="list-style-type: none"> • There are a number of talented researchers studying the components and impacts of social, emotional, and academic development – but there are still many research questions to be answered • The Commission has outlined a research agenda for the next generation, and a number of leading researchers have been involved in its creation, increasing the odds that it will have an impact. However, the potential research community for social, emotional, and academic development is large and dispersed across fields, and more work is needed to galvanize its engagement • The nature and focus of research also is influenced by funding streams, and funding paradigms likely also need to change (e.g., building alignment and collaboration among relevant federal departments that fund relevant research) 	<p>Research</p> <ul style="list-style-type: none"> • Create broad investment in the vision (expressed in the Commission's research recommendations) of stronger research-practice integration • Widen the circle of scientists and researchers invited to the conversation about improving social, emotional, and academic outcomes for youth • Create funding stream(s) for a shared agenda on the science of human development in the context of education. Build collaboration among relevant federal departments to fund this agenda
<p>Technical assistance</p>	<ul style="list-style-type: none"> • The need for increased high-quality district TA supporting holistic change is an issue in the education sector that extends beyond the social, emotional, and academic development field. High quality support tends to be highly resource-intensive and the effectiveness of even the best TA is susceptible to aspects of district context outside of the TA provider's control. While holistic change efforts like CASEL's CDI show promise both in their direct impact and in how they inform broader learning about effective TA, they are relatively nascent, reach a small proportion of students (to date), and scalability is unclear 	<ul style="list-style-type: none"> • Support sector-wide learning on effective systemic TA model(s) that provide holistic change management expertise to districts (currently CASEL is one of few providers in this space), and OST systems and intermediaries • Build capacity of selected high-quality TA providers focused on comprehensive change at the system level – both school districts and OST systems/intermediaries • Reduce barriers to entry for organizations with deep change management expertise that operate successfully outside of the education sector



	<ul style="list-style-type: none"> The landscape of TA providers supporting OST settings is similarly diverse and decentralized. While OST providers may avoid some of the political challenges that can produce churn and instability in districts, they often face even more significant economic constraints in engaging outside support to help build capacity 	<ul style="list-style-type: none"> Create supportive conditions under which existing or new TA providers working in schools and OST settings can have more sustained and meaningful impact—e.g., working in close coordination with place-based networks over an extended period of time Support TA providers with expertise in facilitating partnerships among schools, OST and the range of other sectors that impact youth, especially marginalized youth, including the child welfare system, juvenile justice system, and health/ mental health system Support OST programs and systems with resources to invest in high-quality professional development for staff and leadership
<p>Networks and learning communities</p>	<ul style="list-style-type: none"> There are some place-based networks deeply focused on social, emotional, and academic development, however their current prevalence and reach is very modest. There are also larger place-based networks with broader reach (e.g., cradle-to-career networks within the national Strive network), however there is significant work to be done for social, emotional, and academic development to be among the top priorities of most networks' work In addition, while networks show promise as a lever for building knowledge, know-how, and alignment, networks require backbone organizations with facilitation and content expertise and capacity in order to be most impactful. Many current network backbones are under-resourced and struggle to reach this ideal 	<ul style="list-style-type: none"> Facilitate wider adoption of social, emotional, and academic development by place-based networks and learning communities, via: <ul style="list-style-type: none"> Growing footprint of existing social, emotional, and academic development-focused networks Supporting creation of new networks in communities not currently reached Encouraging existing networks not focused on social, emotional, and academic development (e.g., those in Strive network) to adopt it into their agenda Continue to study and publicize essential elements of high functioning place-based networks
<p>Pre-service training</p>	<ul style="list-style-type: none"> There are pockets of progress among educator prep programs and the adoption of new teacher certification assessments is encouraging. However, the overall momentum likely is not 	<ul style="list-style-type: none"> Support organized policy effort to impact licensure requirements within each state for both front-line educators and leaders



	<p>sufficient given the structural fragmentation of where educator preparation happens and the lack of coordinated effort to move the field. There is not yet an organized policy effort to advance the work to impact licensure in the 50 states, and there is not a large-scale organized effort to engage and network across teacher preparation programs to bring this to the forefront of the agenda</p>	<ul style="list-style-type: none"> • Support organized, large-scale effort to engage most prominent front-line educator and leadership preparation programs on bringing content related to adult and youth social, emotional, and academic development to forefront of reform agenda • Support organized, large-scale effort to embed implementation and change management knowledge and skills into leadership preparation • Promote continued efforts to expand adoption of teacher and leader certification assessments that emphasize relevant skills and competencies • Support development of an edTPA 2.0 that fully incorporates social, emotional, and academic-aligned perspectives and practices
<p>In-service training</p>	<ul style="list-style-type: none"> • There are several programs and providers offering diverse educator training opportunities related to social, emotional, and academic development, but they are limited in scale and reach. At the same time, many (likely most) of the largest third-party providers of educator training are not explicitly focused on social, emotional, and academic development. Further, the influence of third-party providers has limits; a significant majority of in-service training is provided internally by districts and schools • Stakeholders particularly cite a need for more leadership development programming focused on social, emotional, and academic development, and on change management / implementation 	<ul style="list-style-type: none"> • Support third-party PD providers for front-line educators and leaders to continue to expand services related to social, emotional, and academic development and improve quality of services (e.g., inclusive of 7 features of effective PD from LPI study) • Support front-line educators, school and district leaders, and third-party party PD providers in better integrating PD and tools into a more systemic and lasting implementation of social, emotional, and academic development (i.e., improve coherence) • Expand leadership programming focused on change management / implementation • Advocate for less restrictive PD requirements to enable schools and districts demanding social, emotional, and academic development-related content to prioritize it • Engage with the large market of PD providers adjacent to the existing field to increase emphasis on evidence-based social and emotional content



<p>Public funding</p> <p>Engage and advocate to local, state and federal policy makers to enhance and create supportive conditions for implementation</p>	<ul style="list-style-type: none"> • There is certainly opportunity for state and federal policies and funding to advance further in support of social, emotional, and academic development, as articulated in the National Commission's policy recommendations. That said, policy adoption at the state level is among the most rapid and encouraging areas of recent progress in the social, emotional, and academic development field. Both the underlying conditions and level of engagement of states are favorable • There remains a significant need to build state-level capacity for policy development and, particularly, implementation. There is a related need to further develop the supply of policy-focused TA that supports states (both as relates to schools and the OST sector) 	<ul style="list-style-type: none"> • Develop advocacy strategy and engage existing field actors around efforts to drive the implementation of the Commission's policy recommendations at the federal, state, local levels in school and out-of-school environments • Leverage and strengthen the capacity of existing policy-focused organizations in the OST sector to amplify the importance of SEAD in OST environments and define and deliver needed resources, support, and TA to intermediaries and providers to fully implement policies • Ensure policies encourage and do not create obstacles for partnerships among schools, OST providers/systems and other systems and sectors serving youth • Build greater consensus across field around the appropriate path forward on accountability. In parallel, solidify coalition to support assessment and accountability policy efforts across states • Support development of sustainable state-level TA model(s) that bring expertise and capacity to bear to create supportive conditions for social, emotional, and academic development • Expand policy agenda and coalition to be inclusive of and integrated with policy agendas of other related change efforts (e.g., Dignity in Schools, opportunity youth, college access and success, early childhood access/quality, child mental health, trauma-informed care/education)
<p>Philanthropic funding</p>	<ul style="list-style-type: none"> • There are a number of philanthropic organizations currently committed to investing in social, emotional, and academic development. And this field among education topics has a unique ability to draw funders with a broad range of core interests • Philanthropic investment will always be a small share of total resources as compared to public funding, and thus necessarily must be catalytic in nature. However, the current level of investment (\$400M over 3 years among funders submitting data) likely needs to expand significantly to address the large number of capacity needs in the sector. There are several potential incremental sources of funding to consider and pursue (see more at right) 	<ul style="list-style-type: none"> • Increase philanthropic resources committed to social, emotional, and academic development by engaging: <ul style="list-style-type: none"> - Funders currently invested in social, emotional, and academic development but in relatively small proportion to their broader portfolio - Funders with adjacent interests (e.g., academic achievement, racial and social justice, personalized learning, community schools, child and youth welfare) - Current or potential funders outside of existing established funder groups, with some social, emotional, and academic- development-related interest



	<ul style="list-style-type: none"> Greater alignment and collaboration across funders also would be helpful; there are several existing coordinating structures that could be assets in this ongoing work 	<ul style="list-style-type: none"> Leverage existing funder collaborative structures to enable continued collective engagement and potentially greater funder collaboration around priority needs and opportunities in the field
Youth voice and leadership	<ul style="list-style-type: none"> The Commission's work to date has incorporated youth voice and leadership, but ensuring that the movement values and maintains youth voice at its core will require intentionality There are several organizations focused on elevating youth voice and leadership, but the key to success across all recommendations is a more universal mindset shift among schools, youth-serving organizations, policymakers, and individuals to consider youth voice as critical in designing new programs and solutions 	<ul style="list-style-type: none"> Encourage and provide TA/support to enable partners and providers to create influential roles for youth within their own organizations to provide input and influence decisions Showcase examples of school models and/or OST programs, and especially school/OST partnerships, where youth voice is provided a central leadership role Ensure student voice and leadership remain central to any go-forward efforts of the Commission following the release of the Report from the Nation
Local coalition building and high visibility public campaigns	<ul style="list-style-type: none"> Stakeholder interviews highlight the important role of parent- and community engagement, both to inform parents' interactions with their own children and to build parent advocacy While there are examples of communications, coalition-building, and grass-roots engagement activities at local, state, and national levels, most efforts are nascent or small-scale. Much more is needed. Similarly, while there are some highly-regarded toolkits and other resources, more content and support are needed to help local coalitions in their efforts 	<ul style="list-style-type: none"> Create and/or aggregate communications resources to support parents and caregivers to (1) learn about social, emotional, and academic development and build skills they can use in their own interactions with children and youth; (2) lead and advocate for change in their communities related to social, emotional, and academic development Create and/or aggregate communications resources to support partner organizations in explaining and promoting social, emotional, and academic development-related practices to stakeholders (building on work underway by National Commission comms team and its partners) Promote greater collaboration across existing grass-roots efforts through new and/or strengthened networks Ignite deeper awareness and enthusiasm for social, emotional, and academic development through a coordinated national comms effort



		<ul style="list-style-type: none"> Encourage cross-sector local coalitions that include schools; out-of-school time programs; parent organizations; and local youth arts, sports and STEM organizations
Educator engagement via networks and social media	<ul style="list-style-type: none"> While it is possible that some or all of the Commission’s recommendations will galvanize viral engagement and widespread enthusiasm through the existing channels independent of any formalized efforts, it is likely some intentional initiative or strategy will be required to ensure uptake and distribution across educator-led social media forums and networks 	<ul style="list-style-type: none"> Develop and execute strategy to disseminate recommendations and best practices related to social, emotional, and academic development across educator-led social media forums and networks Find and/or create networks analogous to those for teachers among front-line OST educators Continue to provide central role for practitioner leadership in ongoing work of the National Commission
Aligning and convening the field	<p>National and regional associations</p> <ul style="list-style-type: none"> While the Commission has strong momentum with its existing group of partners, there is a need to continue to build the coalition In addition, there is significant potential for partners (both existing and new) to further align their priorities and initiatives with the Commission’s emerging recommendations Both of the above efforts may happen organically to some extent, but a sufficiently-resourced intentional effort is needed for such efforts to reach their full potential <p>Field-wide convening and collaboration</p> <ul style="list-style-type: none"> It is very unlikely that the Commission’s recommendations will have the desired impact if there is not an organized, ongoing movement 	<p>National and regional associations</p> <ul style="list-style-type: none"> Continue to support and more deeply infuse recommendations into work of existing partner organizations Continue to increase diversity of partners collaborative membership More closely align efforts with adjacent movements, e.g., Dignity in Schools, opportunity youth, college access and success, early childhood access/quality, child mental health, trauma-informed care/education <p>Field-wide convening and collaboration</p> <ul style="list-style-type: none"> Communicate about and engage on a vision and recommendations for what is needed (i.e., recommendations in Report from the Nation)



	<ul style="list-style-type: none">• It is critical that such an organized coalition be both supportive and inclusive of a diverse array of field actors• There likely are other organizations that have the expertise and potentially the capacity to take on the "backbone" role for such a coalition, however most stakeholders believe that a coalition that starts with and builds on the unique assets of the Commission – its neutrality, expansive relationships across the field, and infrastructure of stakeholders and partners – has the greatest chance of success• In addition, other organizations play critical and complementary convening roles (e.g., at different levels of the ecosystem, in particular sub-sectors, in specific geographies), and should be supported to continue to do so	<ul style="list-style-type: none">• Create space for field leaders to come together and build both alignment and relationships• Continue to broaden and strengthen the coalition of organizations engaged in this work• Exert influence on the broader US PK-12 education ecosystem• Track progress of the field and facilitate dialogue among field leaders on ongoing priority-setting• Facilitate knowledge capture and exchange in the field• Ensure the core values of the Commission continue to influence how the work in the field is done (e.g., inclusive, multi-disciplinary, equity-focused, emphasis on student and educator voice...)• Support conveners with a scope that is complementary to an ongoing field-level coalition (e.g., different levels of the ecosystem, in particular sub-sectors, in specific geographies)
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