

Social, Emotional, and Academic Development Field Landscape Analysis: Webinar

OCTOBER 2ND, 2018



Landscape Analysis Webinar Agenda

Welcome and introductions

Landscape Analysis approach and methodology

Synthesis of Landscape Analysis components

Use of Landscape Analysis and next steps

Welcome and introductions



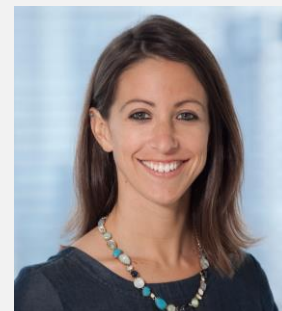
Brad Bernatek, *Senior Program Officer, The Bill & Melinda Gates Foundation*



Lane McBride, *Partner & Managing Director, The Boston Consulting Group*



Jackie Jodl, *Executive Director, The National Commission on Social, Emotional, and Academic Development*



Kate Rapisarda, *Project Leader, The Boston Consulting Group*

Context and plan for today's discussion

This Landscape Analysis was conducted from April-July 2018 by The Boston Consulting Group in support of the National Commission, in partnership with Grantmakers for Thriving Youth. The analysis is a summary of existing field capacity to lead and sustain implementation of social, emotional, and academic development-related practices like those in the draft recommendations of the National Commission

The purpose of this exercise was both to inform the work of the National Commission and to create a resource for the field that provides knowledge about the social, emotional, and academic development space and can support organizations' strategic decision-making

Today we aim to accomplish two broad objectives:

- Introduce the Landscape Analysis's contents so that you can leverage it most effectively within your organization
- Share high level learnings from this analysis and answer questions on its findings

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Contents of Landscape Analysis

Landscape Analysis narrative

1

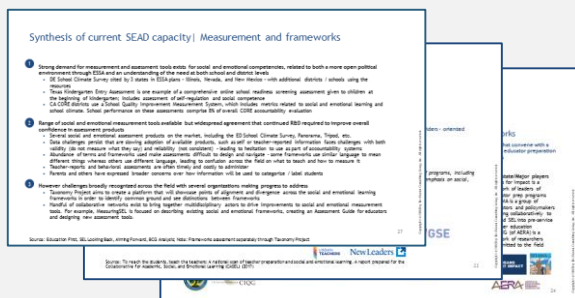
Existing landscape / field capacity

What are the key segments, and who are the major players in each?

What is the capacity of field actors? Where are opptys to build capacity?

7 page synthesis of field capacity with detailed chapters on 14 implementation levers and 70+ opportunities identified for field

188 page narrative (PPT)



2

Lessons learned

What lessons can be learned from prior large-scale change efforts?

5 prior movements evaluated, 3 page synthesis with deep dives on lessons from each change effort included



3

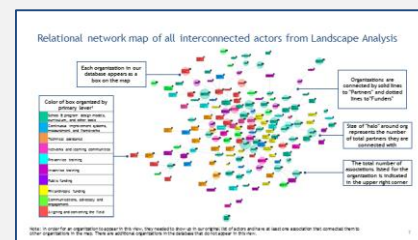
Relational map of field actors

Who are the main actors that characterize the field?

How are these organizations related to one another?

Organizational database for relational mapping (XLS)

42 page relational map companion deck, including findings and instructions for use of TouchGraph navigator tool



4

Perspectives and frames

What are the existing frames that characterize the field and how do they relate to each other?

Taxonomy Project¹



Primary inputs to the Landscape Analysis



Existing market analyses and reports

- Review and synthesis of several reports and publications related to field



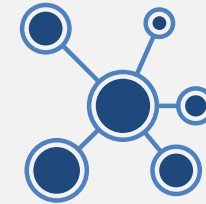
Stakeholder interviews across Commission and partners

- Completion of ~100 interviews including with non-affiliated organizations



Information on philanthropic giving

- Analysis of funder data submitted across several funders' collaboratives¹



Web page analysis of partners and funders

- Review of field actors for partner or funder relationships as mentioned on websites

1. 16 Grantmakers for Thriving Youth (GTY), Funders' Collaborative for Innovative Measurement (FCIM), and NC SEAD affiliated funders

What the Landscape Analysis narrative can and cannot say about the current state of field capacity



Captured within Landscape Analysis on current state of field

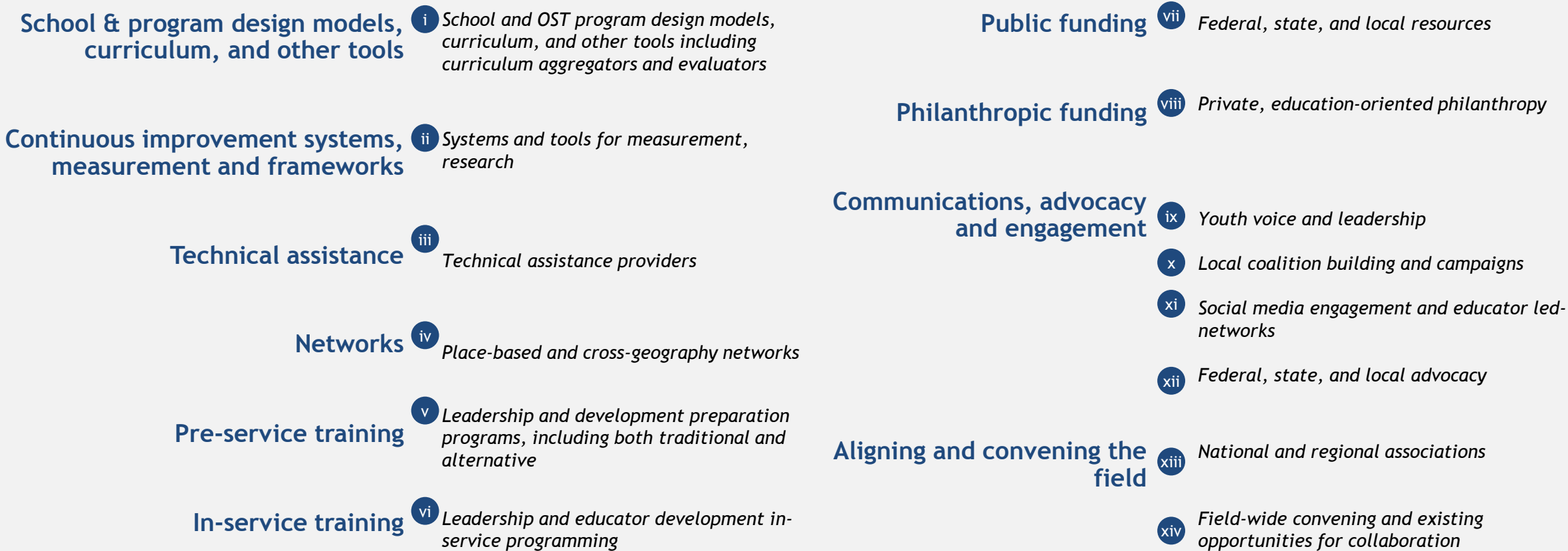
- Description, topic coverage and in some cases reach of existing programs and approaches, based on interviews and publicly-available data
- Demand for and quality of select approaches, based on existing reports and interview input
- Footprint of recent relevant philanthropic investments, based on data provided by 16 funders
- A narrative on field capacity that weaves together the above sources with the opinions of a diverse array of informed stakeholders, as captured in interviews



Not captured within Landscape Analysis on current state of field

- The total number of actors in the field or a specific part of the field
- The reach of all actors highlighted
- The quality and impact of specific programs / approaches against an objective rubric
- The current state of implementation across U.S. practitioners including schools, districts, and out-of-school time (OST) settings (except as described in existing studies)

Landscape Analysis narrative framed around ~14 implementation levers



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High-level takeaways from the Landscape Analysis narrative



Strong demand
and growing
adoption



Need for
exemplars and
implementation
knowledge



Significant field
capacity-
building
opportunities



Need for
strengthened
field
collaboration



Strong demand and growing adoption

Several conditions have contributed to supportive environment for social, emotional, acad. development...

Policy: Every Student Succeeds Act (ESSA) providing increased flexibility to states on how to allocate resources and prioritize school time

Evidence: Mounting research and evidence on impact of social, emotional practices

Resonance with educators: **93%** of educators think social, emotional learning is important for school experience, **87%** think larger emphasis will improve outcomes

Available resources: Increase in curricula, tools and resources to support educators

...leading to increased adoption of social, emotional, and academic-related practices across states, districts, schools and OST programs

States



40 state applications for ~5 original spots in CASEL's Collaborating States Initiative (CSI)

700% increase in states with K-12 social and emotional (SEL) competencies from 2011-2017

Districts



Expansion of CASEL's Collaborating Districts Initiative (CDI) from 8 to 16 districts



CA Core districts use metrics related to student social, emotional learning and school climate

Schools/OST



Used with 13M children/year

15M+ students have taken assessments related to social and emotional learning including school climate



Working with out-of-school time (OST) providers to define specific SEL skills



Need for exemplars and implementation knowledge

Needs identified in the field

Clear vision of what integrated implementation looks like in context



Understanding of entry points and implementation progression(s) from current state to future vision



Knowledge, skills, mindsets required to implement in a way that facilitates equitable student outcomes



More research-supported measurement tools at all levels



Resulting pitfalls in execution, falling short of the vision articulated in Commission's recommendations

- District superintendent lauds the widespread use of climate surveys as evidence of integrated approach
 - School "does SEL" = ~1hr of teacher mindfulness/month
 - OST program asserts it has "always done SEL" but lacks intentionality and focus
- School regularly administers a climate survey but staff do not know how to analyze the data or take action against the challenges that emerge
 - District implemented explicit SEL instruction; what next?
- Teachers and OST educators are expected to employ practices without often having received explicit training or supports to unpack conscious and unconscious bias or explore how they may contribute to disproportionate student outcomes
- District lacks tool to assess system-wide implementation
 - OST provider lacks ability to measure its impact on child social, emotional competencies in systematic way



Significant field capacity-building opportunities

Example areas of needed capacity across implementation levers

School & program design models, curriculum, and other tools

Few integrated programs designed for diversity of contexts, e.g., cultures, ages, subject matter, etc.
Limited reach of strongest models

Place-based networks

Some emerging place-based networks focused on social, emotional learning, reach is limited; many emerging place-based networks without this focus

Public funding/advocacy

Can further develop aligned agenda, partnerships w/adjacent mvmts (e.g., Dignity in Schools)
Need for greater equity in resources & access across learning environments

Continuous improvement systems, measurement and frameworks

Improved quality and reliability needed, esp. for use in continuous improvement; approach to accountability is inconsistent with lack of consensus in field

Pre-service training

Fraction of educators reached through programs that deeply integrate social, emotional content and support adults meaningfully around cultural competence

Philanthropic funding

Investments make up a fraction of Ed philanthropy; opp. to "grow the pie" by engaging funders with both social, emotional and acad. dev. and adjacent interests (e.g., civil rights, academic achievement)

Technical assistance (TA)

Limited reach of TA providers with expertise in change management; demand exceeds supply

In-service training

Majority of training delivered in-house; districts & schools require expertise in both social, emotional integration & change mgmt to drive successful implementation

Communications, advocacy and engagement

Disconnect across field on terminology for social, emotional, acad. development
Need for greater activation of local communities around this work



Need for strengthened field collaboration

Today: National Commission has been **positive force for field collaboration and alignment**

Since 2016, National Commission has catalyzed collaboration and alignment across the field

- Reputation as neutral space highlighted as explicit advantage for enabling diverse field leaders to collaborate (50+ partner organizations)
- Social, emotional, and academic development has gained awareness and been elevated on several partner agendas; field-supporting work (e.g., the Taxonomy Project) has gained broader awareness.

This progress notwithstanding, there remains more work to do



Post-Report from the Nation: Continued opportunity to **grow coalition and support the field**

Widespread belief that report alone will not catalyze lasting impact of Commission's recommendations, and that ongoing coalition needed

Opportunity to expand active coalition to grow momentum, mitigate risk of being typecast, increase diversity and inclusion of coalition leadership

- Constituencies, e.g., civil rights, academics-focused education reform, business, youth development
- Adjacent movements, e.g., Dignity in Schools, opportunity youth, college access and success, school safety, early childhood access/quality, child mental health, trauma-informed care/education

Emphasis that coalition should connect and enable—not compete with—organizations that are building capacity of states, districts, OST providers

Landscape Analysis narrative profiled 314 field actors, 224 of which were focused specifically on social, emotional, and academic development initiatives

School & program design models, curriculum, and other tools



Place-based networks



Public funding/advocacy



Continuous improvement systems, measurement and frameworks



Pre-service training



Philanthropic funding



Technical assistance (TA)



In-service training



Communications, advocacy and engagement



Using Landscape Analysis actors, several visualizations of relationships were created

Defined landscape

Conducted a Landscape Analysis of the field via:

- Review of related research reports
- Interviews
- Web search

...in order to assess the state of the field and identify key SEAD actors

Organizational database of actors developed

Categorized organizations

Interviews and website review conducted for each SEAD actor identified:

- Types of work and focus of organization
- Primary implementation lever
- Publicly listed partners and funders
- Degree of SEAD focus

Identified relationships

Relationships between SEAD actors were identified based on partners and funders listed on website

For each organization, up to 20 partners and funders were captured

Mapped landscape

TouchGraph tool used to produce three types of relational maps:

- Relationships across SEAD-focused actors
- Associations of individual SEAD-actors
- Trends across universe of listed partners and funders

Relational map can be used to observe trends across broader Landscape and for individual SEAD actors

1 Across network of SEAD actors in Landscape Analysis

Identifies which SEAD actors are most connected across the field

Can highlight:

- Degree of connectedness / specific relationships with other SEAD-focused actors
- Total number of associations
- Implementation lever

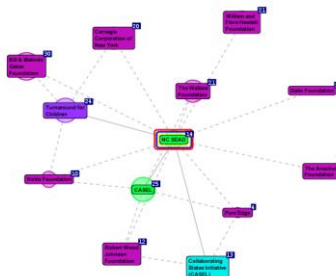


2 For individual SEAD actors in Landscape Analysis

Identifies relationships between specific SEAD actors in the landscape

Can highlight:

- Number of relationships within network
- Distinctions between partner and funder ties
- Implementation lever

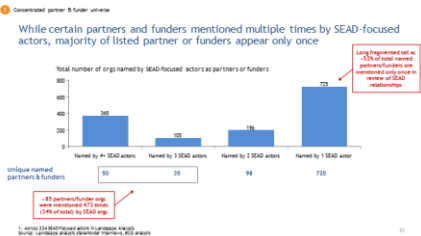


3 Across partners & funders named by SEAD actors in Landscape Analysis

Identifies trends across listed partner and funder organizations in terms of organizations that appear most frequently

Can highlight:

- Most commonly occurring partner / funder organizations (including those that are not SEAD-focused)



Through Landscape Analysis, profiled 224 SEAD-focused actors that identified 908 unique partners & funders



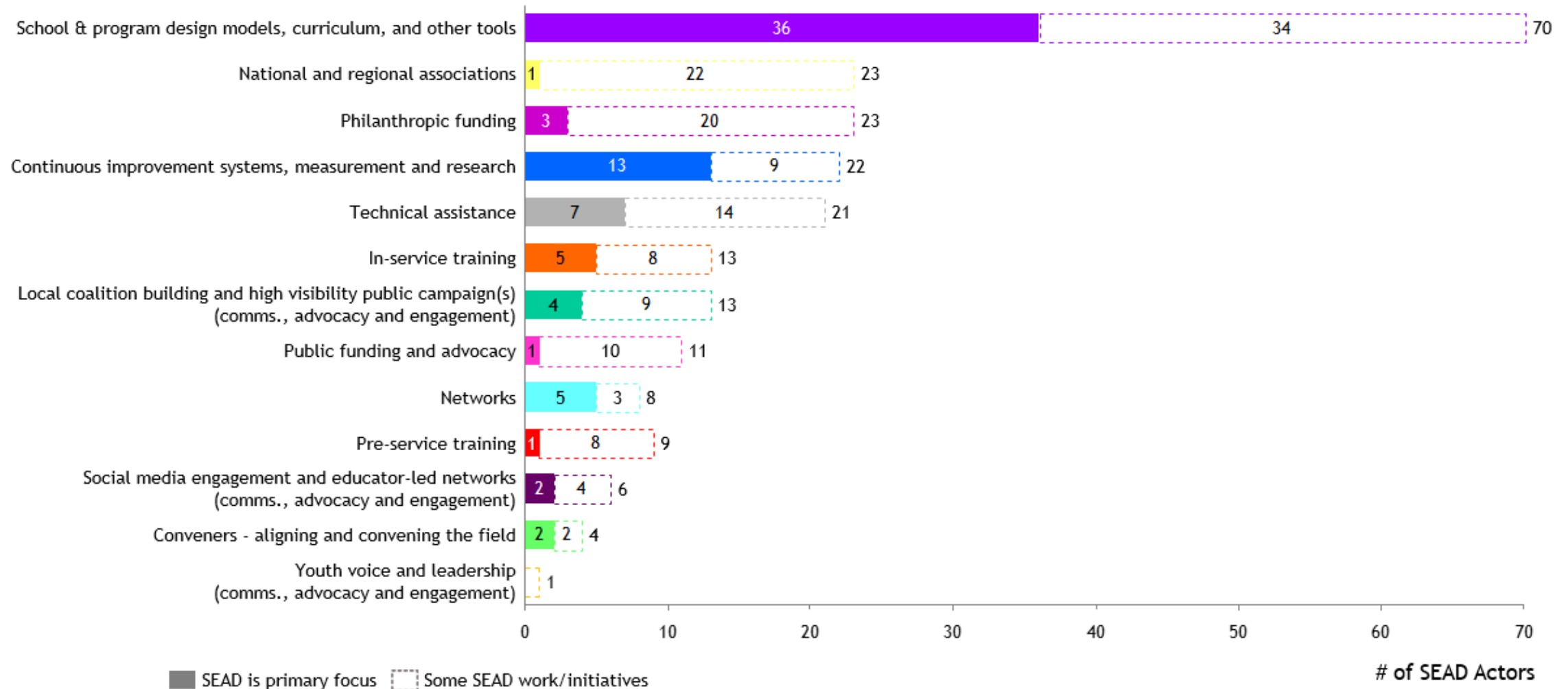
1. Includes all actors profiled in Landscape Analysis for which SEAD is either a as primary focus or core to at least some work/initiatives.

Note: 314 total actors reviewed in Landscape Analysis (of which 224 had primary or partial SEAD focus). of the 224 SEAD-focused actors, 127 listed at least 1 partner or funder and 73 did not list partners or funders on their website. The remaining 24 SEAD-focused actors were philanthropic organizations for which websites were not reviewed for partners/funders based on the methodology.

Source: Landscape analysis stakeholder interviews, BCG Analysis

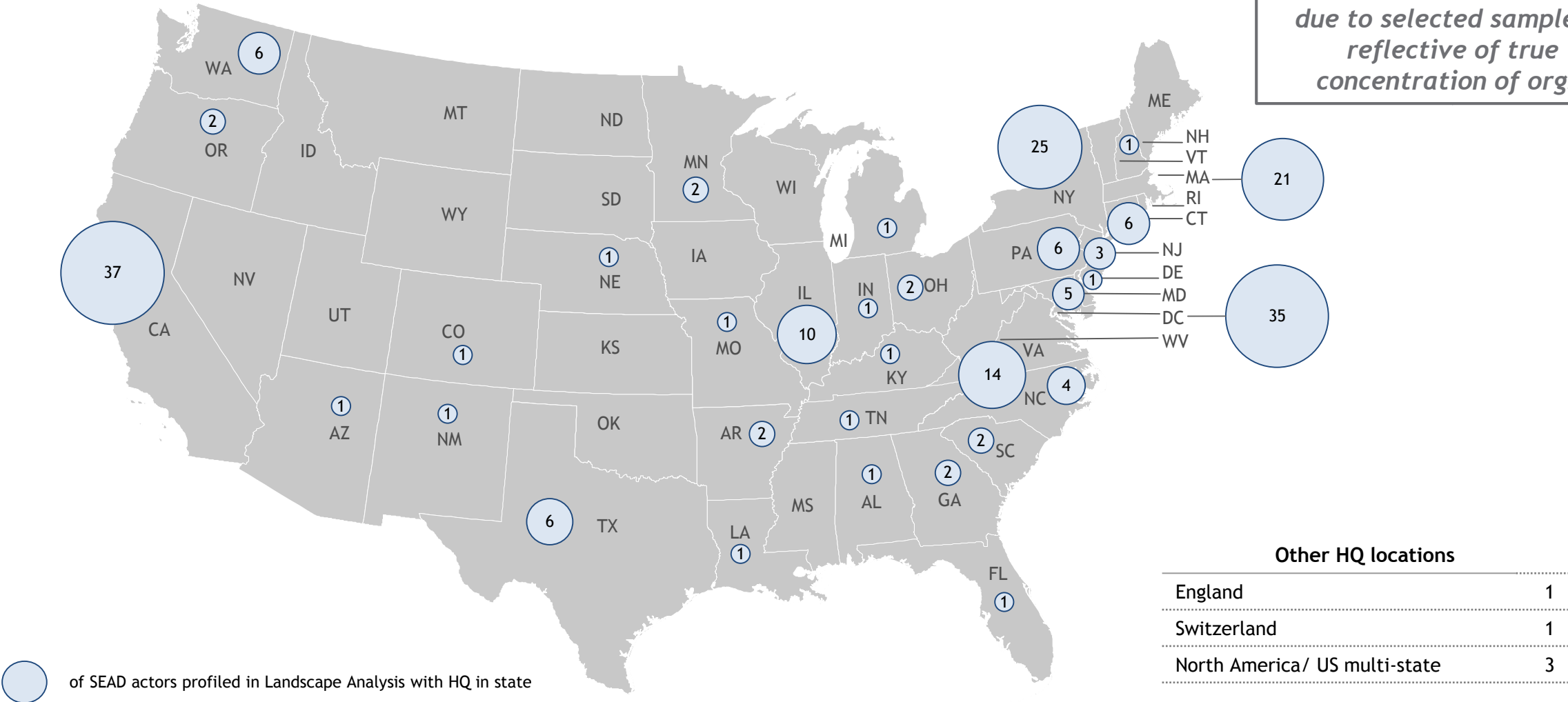
224 SEAD-focused organizations: Categorized by implementation lever

Implementation Lever



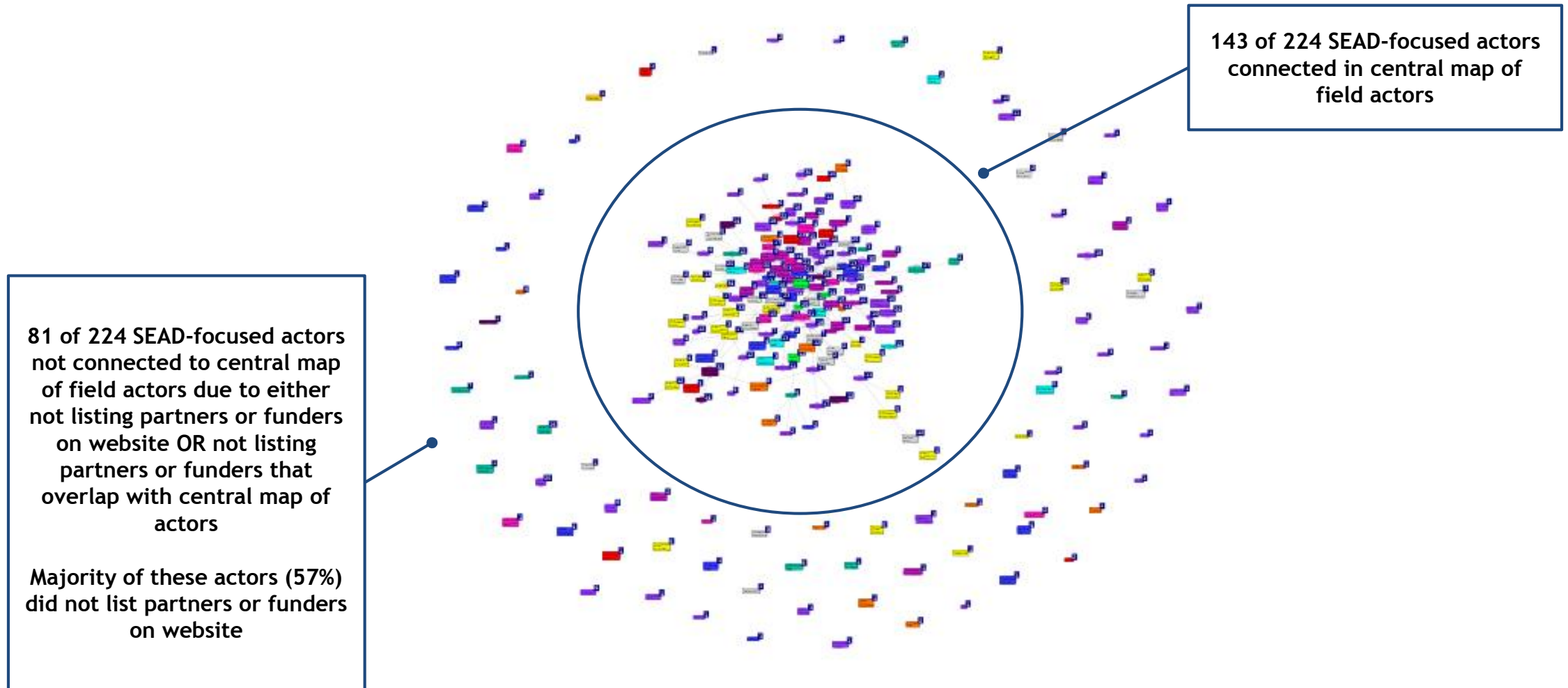
224 SEAD-focused organizations: Categorized by HQ location

Majority of organizations located on east or west coast; (further analysis required to understand extent to which due to selected sample or reflective of true concentration of orgs)



Note: Excludes 15 of 224 SEAD actors for which HQ location was not identified.
Source: Landscape analysis stakeholder interviews, BCG Analysis

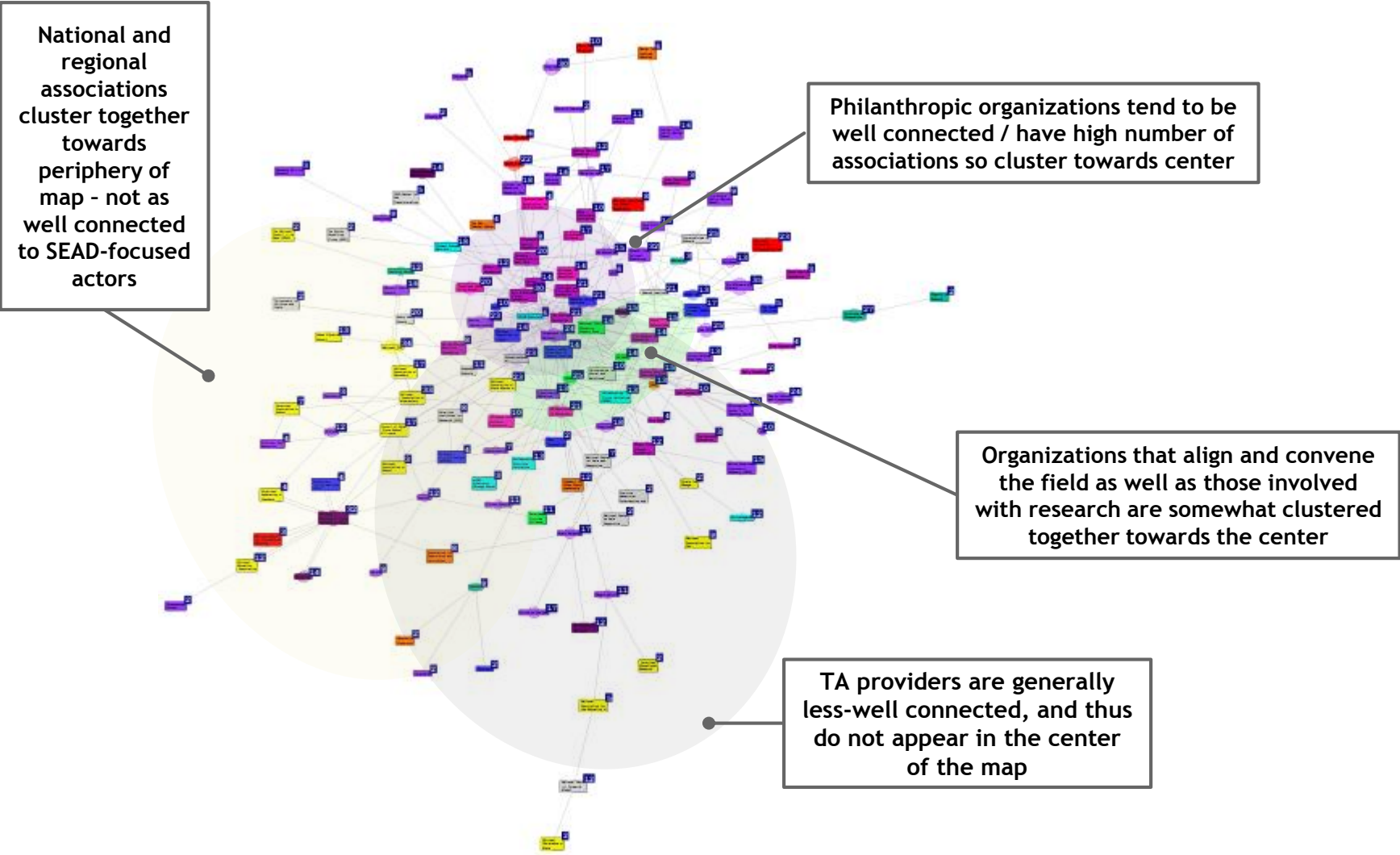
64% of SEAD-focused actors connected through existing funder and partner relationships



Note: In order for an organization to appear in this view, they needed to show up in our original list of SEAD-focused actors (224) and have at least one association that connected them to other organizations in the map. There are additional organizations in the database that do not appear in this view.
Source: Landscape analysis stakeholder interviews, BCG Analysis

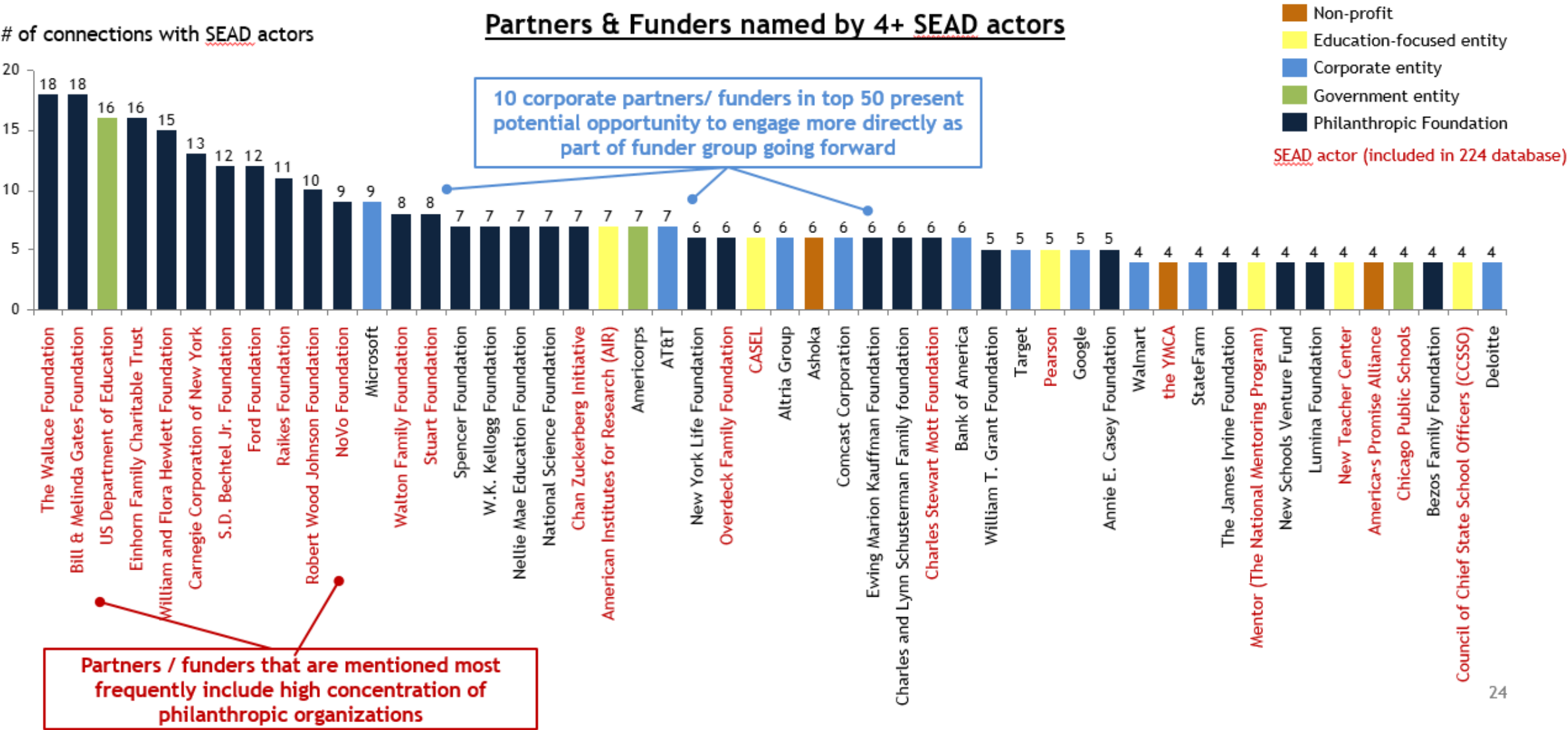
Relational network map of all interconnected SEAD actors

Color of box organized by primary lever	
 	Continuous improvement systems, measurement and research
 	Conveners - aligning and convening the field
 	In-service training
 	Local coalition building & high visibility public campaign(s) (comms, advocacy and engagement)
 	National and regional associations
 	Networks
 	Philanthropic funding
 	Pre-service training
 	Public funding and advocacy
 	School & program design models, curriculum, and other tools
 	Social media engagement and educator-led networks (comms, advocacy and engagement)
 	Technical assistance
 	Youth voice and leadership (comms, advocacy and engagement)



Note: In order for an organization to appear in this view, they needed to show up in our original list of SEAD-focused actors (224) and have at least one association that connected them to other organizations in the map. There are additional organizations in the database that do not appear in this view.
 Source: Landscape analysis stakeholder interviews, BCG Analysis

Top 50 partner/funder orgs named by SEAD actors include concentration of major foundations as well as 10 large private-sector companies



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Four main areas to refine and enhance Landscape Analysis going forward

Expand the universe of profiled actors

- Include broader set of stakeholders including more from adjacent movements
- Extend reach to more consistently capture regional and local actors

Refine the analysis to ensure greater accuracy

- Capture information on partners and funders for organizations that do not publicly name those relationships on their website
- Refine categorization by implementation levers based on further socialization with stakeholder community

Collect and analyze additional data fields. For example:

- Board member composition including demographic information
- Associated frames used by organization
- Years of operation
- Student/youth populations served including age range, demographics, etc.
- Organizational size and scope, e.g. budget, number of school districts served

Enhance approach for collecting data

- Create more defined process for collecting data systematically from universe of SEAD actors (e.g., survey)
- Consider automated methods for capturing data (e.g., webscraping)

Potential uses of the Landscape Analysis narrative

- Increase general knowledge and 'get smart' on current state of SEAD field capacity
- Identify potential partners or other actors working in same or adjacent spaces for collaboration
- Inform organizational decisions related to potential opportunities, based on existing trends and gaps
- Inform work with lessons from other movements and initiatives

Next steps

Download and share the full Landscape Analysis! Today's presentation and Landscape Analysis documents available here:

- **Landscape Analysis executive summary:** https://assets.aspeninstitute.org/content/uploads/2018/09/2018-09-27-SEAD-Landscape-Analysis_Exec-Sum.pdf
- **Landscape Analysis narrative:** https://assets.aspeninstitute.org/content/uploads/2018/09/NC-SEAD-Field-Landscape-AnalysisvF_092118.pdf

Landscape Analysis to be updated over time - exact cadence TBD

Reach out to with any questions!

- **The National Commission:** Paula Kim (Paula.Kim@aspeninstitute.org)
- **GTY:** Kathleen Traphagen (kathleentrap@yahoo.com)
- **BCG:** Lane McBride (Mcbride.Lane@bcg.com) or Meghan McQuiggan (McQuiggan.Meghan@bcg.com)

Questions?