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

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BCG
The Boston Consulting Group

Landscape Analysis contents

Focus of this document

- **Landscape Analysis narrative:** A summary of field capacity

- **Relational map of perspectives and frames:** Connections among frameworks and terminology

- **Relational map of field actors:** Connections among field actors identified through Landscape Analysis

Landscape Analysis narrative: background

This Landscape Analysis was conducted 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 analysis is divided into multiple chapters based on potential implementation levers (e.g., pre-service training, policy and advocacy) that were identified through an initial round of ~70 interviews across the National Commission and its partners. Each chapter includes information on the capacity and current state of the field in the specified area, relevant ongoing initiatives, the largest gaps and areas of opportunity, and a description of the types of field actors involved in this area.

It is beyond the scope of this exercise to capture all initiatives or actors that are involved in social, emotional, and academic development (SEAD); however, this is an attempt to synthesize major actors and activities in priority areas. Please reach out to Lane McBride (mcbride.lane@bcg.com) and/or Kate Rapisarda (rapisarda.kate@bcg.com) with any questions.

National Commission's Change Agenda Work Group

The Landscape Analysis was overseen by the National Commission's Change Agenda Work Group, whose members included:

- Jorge Benitez, Former CEO, Accenture North America (Work Group Chair)
- Linda Darling-Hammond, President and CEO, Learning Policy Institute; Charles E. Ducommun Professor of Education, Emerita, Stanford University (Commission Co-Chair)
- Joshua Garcia, Deputy Superintendent of the Tacoma Public Schools
- Jackie Jodl, Executive Director of the National Commission
- General Craig McKinley, Four-Star Air Force General (Ret.); Former President and CEO, National Defense Industrial Association
- Karen Pittman, President, CEO, and Co-Founder of The Forum for Youth Investment
- Jim Shelton, President of Education, Chan Zuckerberg Initiative
- Tim Shriver, Co-Founder and Chair, CASEL; Chairman, Special Olympics (Commission Co-Chair)
- Ross Wiener, Vice President, Aspen Institute; Executive Director, Aspen Institute's Education and Society Program

Additional advising was provided by Itai Dinour (Program Officer, Education, The Einhorn Family Charitable Trust), Will Miller (President, The Wallace Foundation), Brooke Stafford-Brizard (Director, Chan Zuckerberg Initiative), and Kathleen Traphagen (Lead Facilitator, Grantmakers for Thriving Youth)

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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 funders collaborative, GTY, and FCIM

What the Landscape Analysis 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)

Sources referenced to develop the Landscape Analysis

- Aspen Institute, Education & Society Program: Pursuing Social and Emotional Development Through a Racial Equity Lens: A Call to Action
- Bill & Melinda Gates Foundation: Q&A - How EdReports.org Helps Educators Identify High-Quality Materials
- CASEL: 2018 State Scorecard Scan
- CASEL/Civic Enterprises/Hart Research Associates: Ready to Lead - A National Principal Survey on How Social and Emotional Learning Can Prepare Children and Transform Schools
- CASEL/Civic Enterprises/Hart Research Associates: The Missing Piece - A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools
- CASEL: Effective Social and Emotional Learning Programs - Middle and High School Edition
- CASEL: Effective Social and Emotional Learning Programs - Preschool and Elementary School Edition
- CASEL/UBC: To Reach the Students, Teach the Teachers – A National Scan of Teacher Preparation and Social & Emotional Learning
- CASEL: Emerging Insights from States' Efforts to Strengthen Social and Emotional Learning
- CASEL: How State Planning for the Every Student Succeeds Act (ESSA) Can Promote Student Academic, Social, and Emotional Learning: An Examination of Five Key Strategies
- Education First: Social & Emotional Learning - Looking Back, Aiming Forward
- Grantmakers for Thriving Youth, OST Workgroup: Survey of the Field - SEL-Focused TA Providers Working in OST
- iNACOL: State Funding Strategies to Support Education Innovation
- Learning Heroes/Edge Research: Developing Life Skills in Children - A Road Map for Communicating with Parents
- LPI and CASEL: Encouraging Social and Emotional Learning: Next Steps for States
- Mathematica Policy Research: Understanding the Effect of KIPP as it Scales - Volume I, Impacts on Achievement and Other Outcomes
- National Center for Education Statistics: Public School Expenditures
- NPR: Walmart Joins Dick's Sporting Goods in Tighter Limits on Gun Sales"
- Penn State and the Robert Wood Johnson Foundation: Applying an Equity Lens to Social, Emotional, and Academic Development
- RAND Corporation: Social and Emotional Learning Interventions Under the Every Student Succeeds Act
- TransformingEd: The Scale of Our Investment in Social-Emotional Learning
- Turnaround for Children: Building Blocks for Learning
- The Wallace Foundation: Navigating SEL from the Inside Out, Looking Inside and Across 25 Leading SEL Programs: A Practical Resource for Schools and OST Providers

Also informed by review of all publications of the National Commission, including draft versions of the Practice, Policy and Research recommendations

Several rounds of input contributed to this version of the Landscape Analysis

Output *Input*

Today's version

Initial stakeholder interviews, research review

- ~70+ stakeholder interviews across Commission and its partners

Implementation levers

- ~14 identified levers to drive implementation of practice, policy and research recommendations

Deeper analysis; additional interviews, research review

- Additional discussions and review of relevant research articles to identify opportunities

Draft Landscape Analysis and list of initial opportunities

- Landscape Analysis drafted and ~50+ opportunities identified across ~14 implementation levers

Stakeholder input on Landscape Analysis and opportunity prioritization

- Additional discussions with stakeholders on draft Landscape Analysis and prioritization of identified opportunities

Current Landscape Analysis

- Current draft of Landscape Analysis intended to be updated further over time

Landscape Analysis framed around ~14 implementation levers identified through Commission's work and stakeholder conversations (I/II)

Implementation

Implementation levers

School & program design models, curriculum, and other tools	Continuous improvement systems, measurement and frameworks	Technical assistance	Networks	Pre-service training	In-service training
i **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, etc. to drive high quality implementation**	ii **Create and roll out a broadened set of systems and tools for measurement of social, emotional and academic learning environments**	iii **Expand supply of high quality technical assistance to districts and the out-of-school time sector, building implementation capacity**	iv **Build capacity and buy-in of place-based networks and equip with resources to support local adaptation and implementation**	v **Redesign educator preparation programs to balance knowledge of standards with an understanding of youth development and transform vision for school learning environments**	vi **Focus leadership and educator development providers' programs more explicitly on developing adult capacity in social, emotional and academic domains**

Landscape Analysis framed around ~14 implementation levers identified through Commission's work and stakeholder conversations (II/II)

Implementation

Implementation levers

Public funding

vii **Promote increased and more flexible federal and state resources to support integrated social, emotional and academic development in a way that ameliorates existing disparities**

Philanthropic funding

viii **Coalesce and integrate catalytic resources around highest priority implementation opportunities and questions across practice, policy and research**

Communications, advocacy and engagement

ix **Mobilize youth voice and leadership to actively drive national and local implementation agenda**

x **Grow 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**

xi **Engage educators to spread best practices and awareness about social, emotional and academic development through social media engagement and educator-led networks**

xii **Engage and advocate to local, state and federal policy makers to enhance and create supportive conditions for implementation**

Aligning and convening the field

xiii **Ensure social, emotional and academic development is prioritized on agenda of major national and regional associations within the education and out-of-school time (OST) sectors**

xiv **Develop a more aligned, diverse and inclusive field by encouraging ongoing collaboration and continuous improvement**

Note: Public funding (vii) and local, state and federal advocacy (xii) combined into one chapter in Landscape Analysis narrative

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High-level takeaways from the Landscape Analysis

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

*However, some skepticism remains with **parents**: **48%** concerned that the government will collect private information about their child, **43%** think school should focus on academics*

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

States	Districts	Schools/OST
CASEL: 40 state applications for ~5 original spots in CASEL's Collaborating States Initiative (CSI)	CASEL: Expansion of CASEL's Collaborating Districts Initiative (CDI) from 8 to 16 districts	second STEP: Used with 13M children/year
700% increase in states with K-12 social and emotional (SEL) competencies from 2011-2017	CORE DISTRICTS: CA Core districts use metrics related to student social, emotional learning and school climate	15M+ students have taken assessments related to social and emotional learning including school climate
		the forum FOR YOUTH INVESTMENT: Working with out-of-school time (OST) providers to define specific SEL skills

Source: Ready to Lead (CASEL); The Scale of Our Investment in Social-Emotional Learning (Transforming Education); Developing Life Skills in Children (Learning Heroes/Edge Research); CASEL's 2018 State Scorecard Scan; Landscape Analysis stakeholder interviews, BCG analysis

Need for exemplars and implementation knowledge

Needs identified in the field	Resulting pitfalls in execution, falling short of the vision articulated in Commission's recommendations
Clear vision of what integrated implementation looks like in context	• 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
Understanding of entry points and implementation progression(s) from current state to future vision	• 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?
Knowledge, skills, mindsets required to implement in a way that facilitates equitable student outcomes	• 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
More research-supported measurement tools at all levels	• District lacks tool to assess system-wide implementation • OST provider lacks ability to measure its impact on child social, emotional competencies in systematic way

Implementation capacity is an additional challenge, as discussed further on the next page

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Significant field capacity-building opportunities

Example areas of needed capacity across implementation levers

School & program design models, curriculum, and other tools	Continuous improvement systems, measurement and frameworks	Technical assistance (TA)
Few integrated programs designed for diversity of contexts, e.g., cultures, ages, subject matter, etc. Limited reach of strongest models	Improved quality and reliability needed, esp. for use in continuous improvement; approach to accountability remains inconsistent and untested	Limited reach of TA providers with expertise in change management; demand exceeds supply
Place-based networks	**Pre-service training**	**In-service training**
Some emerging place-based networks focused on social, emotional learning, reach is limited; many emerging place-based networks without this focus	Fraction of educators reached through programs that deeply integrate social, emotional content and support adults meaningfully around cultural competence	Majority of training delivered in-house; districts & schools require expertise in both social, emotional integration & change mgmt to drive successful implementation
Public funding/advocacy	**Philanthropic funding**	**Communications, advocacy and engagement**
Can further develop aligned agenda, partnerships w/adjacent mvmts (e.g., Dignity in Schools) Need for greater equity in resources & access across learning environments	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)	Disconnect across field on terminology for social, emotional, acad. development Need for greater activation of local communities around this work

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Need for strengthened field collaboration

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

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

- Reputation as a neutral space highlighted as explicit advantage for enabling diverse array of 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 more quickly

This progress notwithstanding, as described at right, there remains more work to do

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

Belief that report alone will not catalyze lasting impact of Commission's recommendations, and that ongoing coalition needed to support implementation

- Several potential roles and activities identified

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

- Several potential types of organizations identified through stakeholder interviews, e.g., Civil Rights, Ed Reform, Business

Emphasis that this entity should support and enable organizations central to building field capacity

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Key stakeholder input: advancing social, emotional, acad. development requires addressing issues of equity

Access and resources

Ensuring every student has access to the amount and quality of resources they need at the right moment

Example: Provide equitable access to resources including people and money, across all learning settings

Program design

Developing programs that are sufficiently customized to meet the needs of all students across all learning environments

Example: Attend to root causes, e.g., focus on self-management skills may ignore the existence of real trauma in students' lives

Adult capacity

Equipping all educators with the mindsets and skills required to create learning environments in which all students feel respected and valued

Example: Build on students' strengths vs. exclusively focusing on 'fixing' students' deficits

Source: Stakeholder interviews, Pursuing Social and Emotional Development Through a Racial Equity Lens: A Call to Action, The Aspen Institute, Education & Society Program, Landscape Analysis stakeholder interviews, BCG analysis

How to apply an equity lens to social, emotional, and academic development from Pennsylvania State University and the Robert Wood Johnson Foundation

Key Barriers

Systemic level barriers

- Poverty limits the SEAD of young people and diminishes present and future education and life prospects

Institution level barriers

- Exclusionary discipline practices and policies are disproportionately used to punish students of color and marginalized youth, limiting SEAD opportunities
- Lack of trauma-informed practices adversely impacts students' SEAD opportunities and their life outcomes

Individual level barriers

- Implicit bias in school staff engenders low expectations and disengagement for students of color and marginalized youth
- Educator stress and burnout reduce the safety and productivity of the classroom and educators' ability to model SEL skills

Opportunities

- School racial and socioeconomic integration initiatives
- Restorative justice practices for school discipline
- Trauma-informed system interventions to create supportive school environments
- Culturally competent and equity-literate educators and academic content to reduce implicit bias
- SEL and mindfulness programming to support students and teachers to cope with stress, develop SEL skills, and create healthy, caring schools

Source: Applying an Equity Lens to Social, Emotional, and Academic Development, Penn State and the Robert Wood Johnson Foundation

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How the different components of this work fit together

Change Agenda

Commission's recommendations

- Recommendations across Practice, Policy, Research

+

Landscape Analysis

- Synthesis of field capacity to lead and sustain implementation of the recommendations

Theory of change for the Commission's recommendations

- Commission's perspective on what is most needed across the field in order bring about the changes to practice articulated in the Commission's recommendations

How the commission and its partners will enable change

- Belief about the specific role (if any) the Commission with its partners should assume within the context of the broader theory of change

What is the theory of change?

Articulation of how recs can happen

- Articulates what is needed in the field in order to bring about the changes to practice articulated in the Commission's recommendations

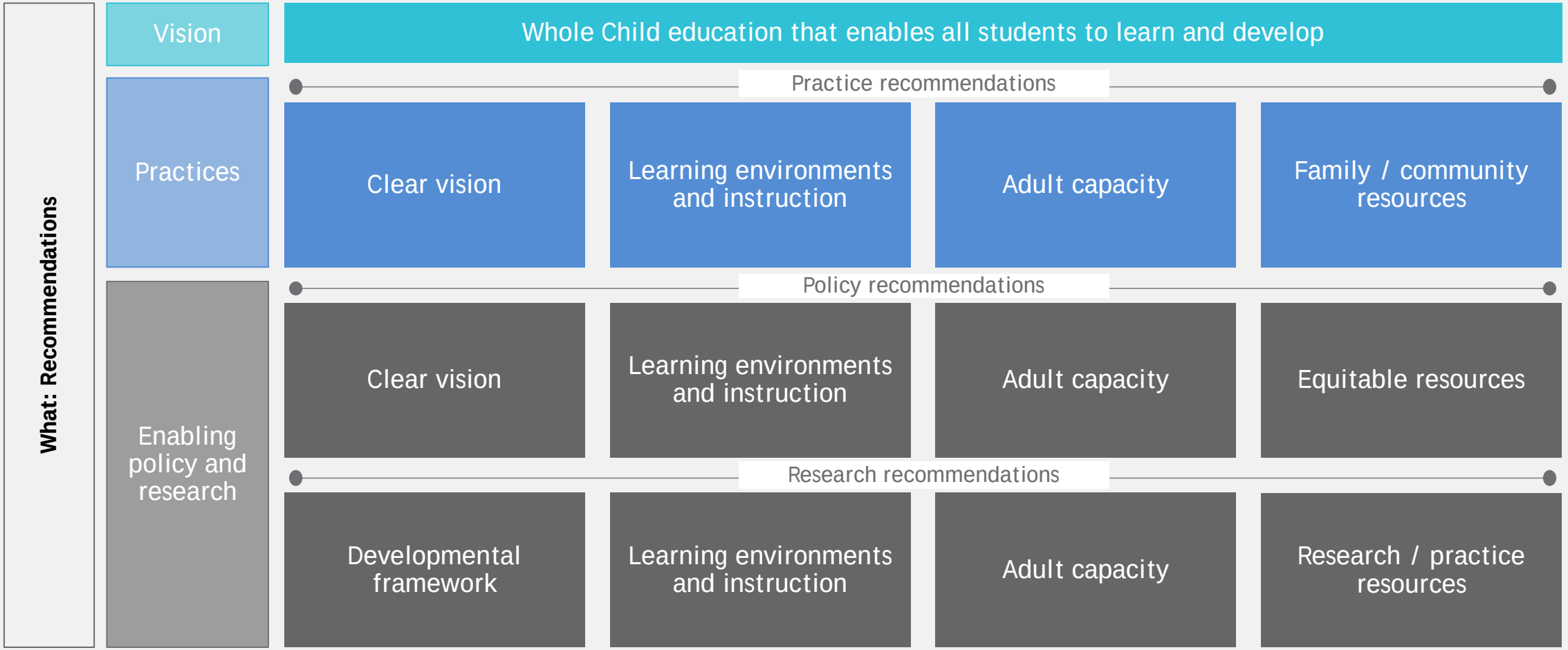
Based on large body of input and research

- Derived from the Commission's work over the past 2 years, and the Landscape Analysis (the latter including an analysis of current field capacity, lessons from other movements, and expert and stakeholder input)

Prioritized list of opportunities

- Focuses on the most significant opportunities, considering both impact and feasibility

Framework for the National Commission's recommendations



National Commission's essential principles guide the work

Academics are central

Integrating social, emotional, and cognitive development in support of academics is the way learning happens and serves as a path to higher achievement

Voices of Young People and Youth Profs. are Vital

Particularly because the integration of social, emotional, and academic development is so relationship-driven, it necessitates elevating educator, youth professional, and youth voice in the change process

Focus on relationships

The plan for change needs to reflect and model the very skills and attitudes that we want embodied in classrooms, schools, and youth-development organizations

Prioritize equity

Improving learning environments by focusing on racial equity and by integrating social, emotional, and academic development can improve individual academic and life outcomes and lead toward a more equitable society overall

Support local ownership

Each community, organization, school district, and school possesses a different context and demographic student body. Change efforts need to support local ownership and recognize that no single policy, program, or initiative fits all communities

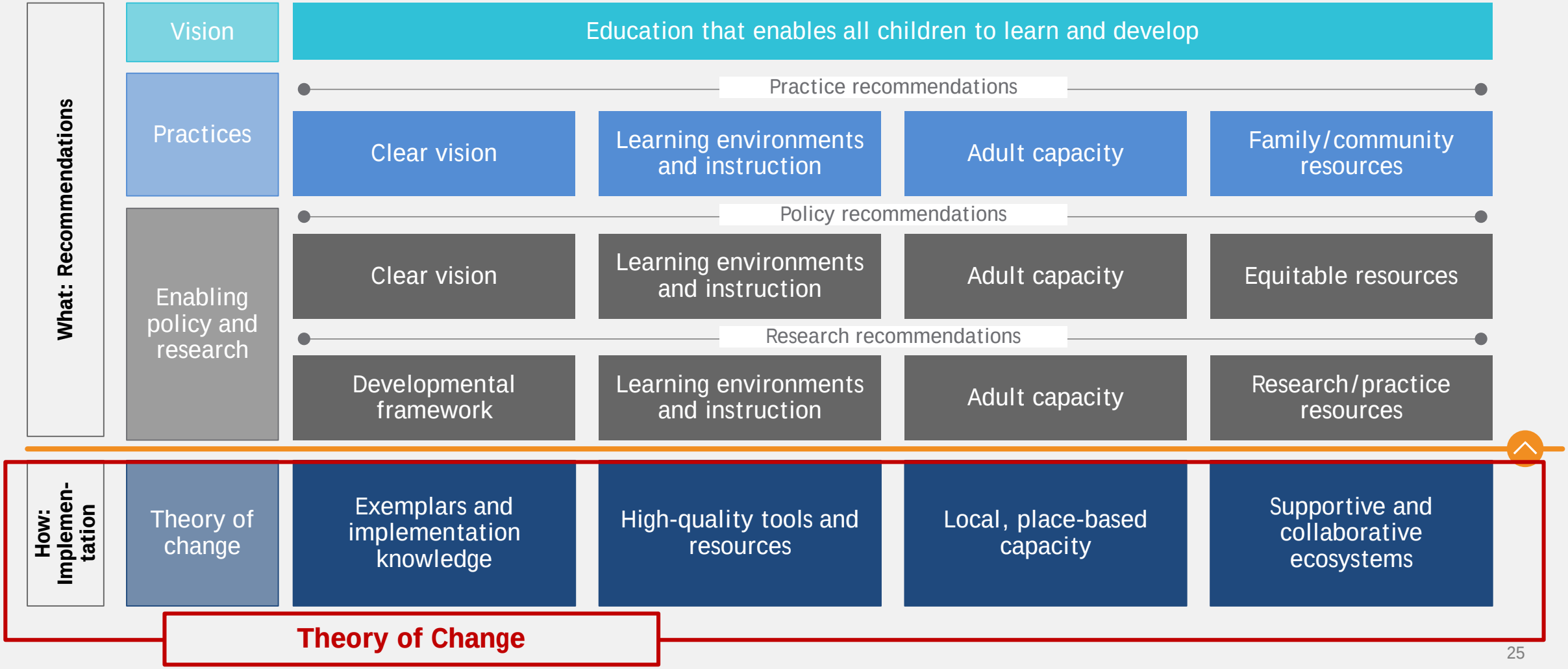
Source: The National Commission's Practice Agenda for the Next Generation: Supporting a Shared Vision for Students' Social, Emotional, and Academic Development

Selected findings from Commission & Landscape Analysis that inform theory of change (not exhaustive)

- The Commission's recommendations lay out a vision of which there are few comprehensive exemplars, and there is **confusion and misalignment in the field about implementation** (where to start, what to do next, what is counter-productive). It will be critical to make success tangible, have research-based measures of progress, and build alignment on viable entry points and implementation progression(s)
- Implementation challenges intersect with **equity**. Both differential access and appropriate program design and adult support must be addressed to ensure implementation quality is high across all student populations
- There is significant need for **building implementation capacity** at all levels (including local, state and national)
- Filling capacity gaps will require more **catalytic resources**, effective deployment of catalytic resources, and **time**. This is likely a generational change
- The complex change in adult behavior this work requires must be **owned and sustained within local communities**. Different communities can and should have different entry points to this work (e.g., safety, equity, character, workforce readiness)
- A significant proportion of the capacity to support change in local communities (e.g., across districts, schools, and OST providers) is – and should continue to be – in support organizations at the **state and local level** (spanning public sector, non-profits, commercial firms, and cross-sector coalitions)
- There are **important roles for national actors**, including (but not limited to) supporting the development and sharing of knowledge across geographies, building alignment among field leaders, strengthening the coalition and political narrative, and supporting local communities
- While the Commission has supported significant progress in broadening and strengthening the **national coalition**, there is **more progress to be made**
- **Guiding principles** outlined in recs. also apply to the theory of change: academics are central, the voices of young people and youth professionals are vital, focus on relationships, prioritize equity, support local ownership *(see previous page for more detail)*

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Framework for the Commission's recommendations and theory of change



Theory of change for the Commission's recommendations

The Commission's recommendations on the integration of social, emotional, and academic development will be adopted, successfully implemented, and sustained across districts, schools, and out-of-school time (OST) settings and lead to significant, lasting change, if there exist…

Exemplars and implementation knowledge

Exemplary district, school and OST models, clear measures and implementation progression(s)

- **A** Exemplars of system, district, school, OST and community-level implementation across diversity of contexts
- **B** Research-based measures of individual competencies, learning settings, and school, district and community implementation
- **C** Support for identifying entry points and navigating implementation progression(s) across diversity of contexts
- **D** Field level engagement, alignment and visibility on frameworks, models, and measures

High-quality tools and resources

Tools and resources in the field that enable implementation

- **E** Social, emotional and academic-infused curricula and tools to meet needs of youth in all contexts
- **F** Platforms and networks for navigating available resources and distributing content and tools at scale

Local, place-based capacity

Capacity in local communities to integrate the recommendations in schools, districts, and OST settings

- **G** Leadership development programs that prioritize social, emotional, and academic development, and implementation
- **H** State and local organizations (e.g., place-based networks, intermediaries, SEAs) that build district, school, and OST capacity
- **I** Broad, cross-sector local prioritization of integrated social, emotional, and academic development

Supportive & collaborative ecosystem

Field-wide supports that create enabling conditions for successful and sustained implementation

- **J** Federal and state-level policy and advocacy agenda aligned to the Commission's policy recs.
- **K** Engaged, collaborative philanthropic community to provide catalytic resources
- **L** Platform(s) and leadership that enable field-wide collaboration and enhance diversity and inclusion of field leadership

Note: Draft theory of change as of August 1st, 2018. Source: Landscape Analysis stakeholder interviews, stakeholder discussions and feedback, BCG Analysis

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Structure of implementation level deep dives section

Sections and sub-sections

i **School & program design models, curriculum, and other tools**

a) School-based programs and curriculum
b) Curriculum aggregators and evaluators
c) School and program design models
d) Out-of-school time (OST) programs, curricula

ii **Continuous improvement systems, measurement and frameworks**

a) Measurement and assessment
b) Research

iii **Technical assistance**

vi **Networks**

v **Pre-service training**

iv **In-service training**

vii, xii **Public funding and advocacy**

viii **Philanthropic funding**

ix-xi **Communications, advocacy and engagement**

- Youth voice and leadership
- Community coalitions and communications
- Educator-led social media and networks

xiii, xiv **Aligning and convening the field**

- National and regional associations
- Field-wide convening and collaboration

Questions to be answered for each

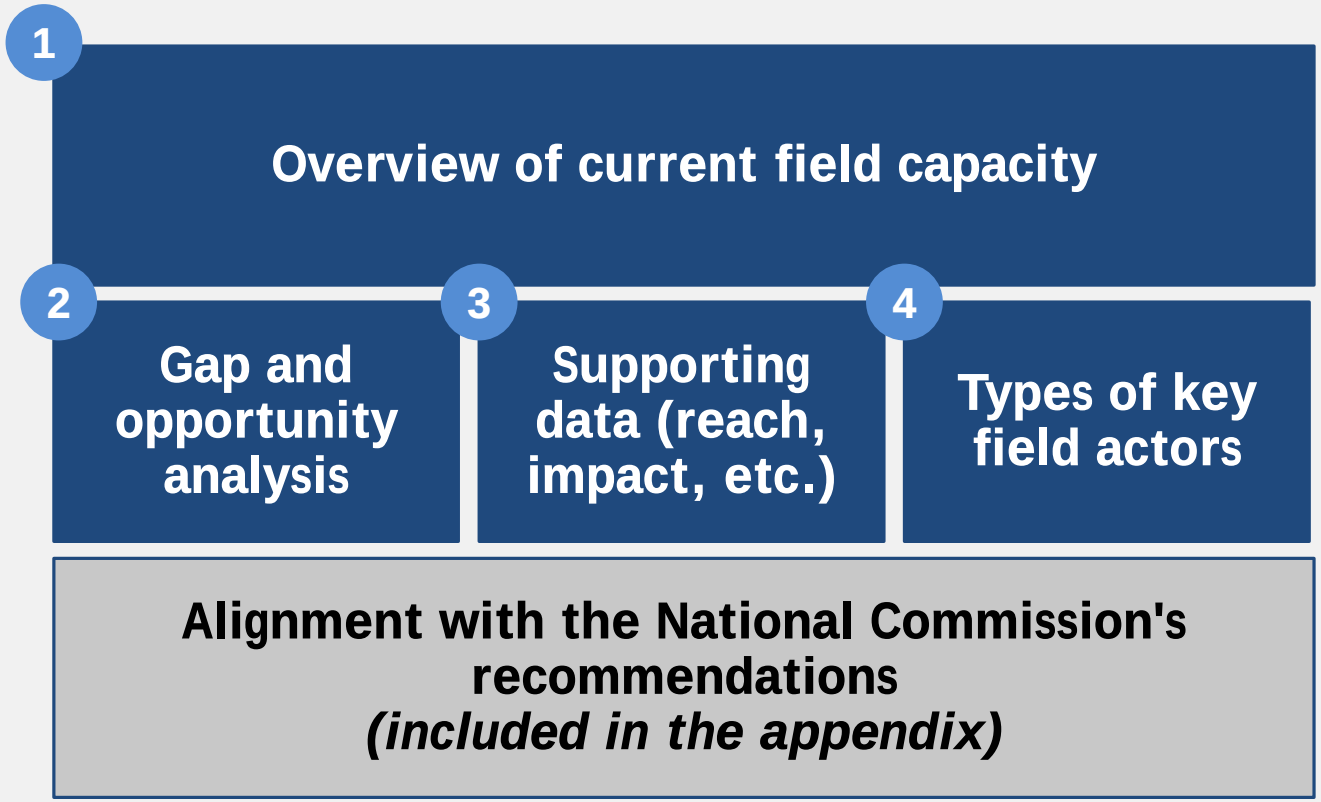
Current landscape:

- Are there existing organizations in the field actively pursuing outcomes related to social, emotional, and academic development (or something similar) today? If so, who and what are they doing? What is the overall capacity and what are the key gaps?
- Are there other promising means of activating the field in this area? (e.g., large and/or particularly effective organizations that are not currently focused on social, emotional, and academic learning, but could be)? If so, who and what are they doing?

Momentum including existing gaps and opportunities

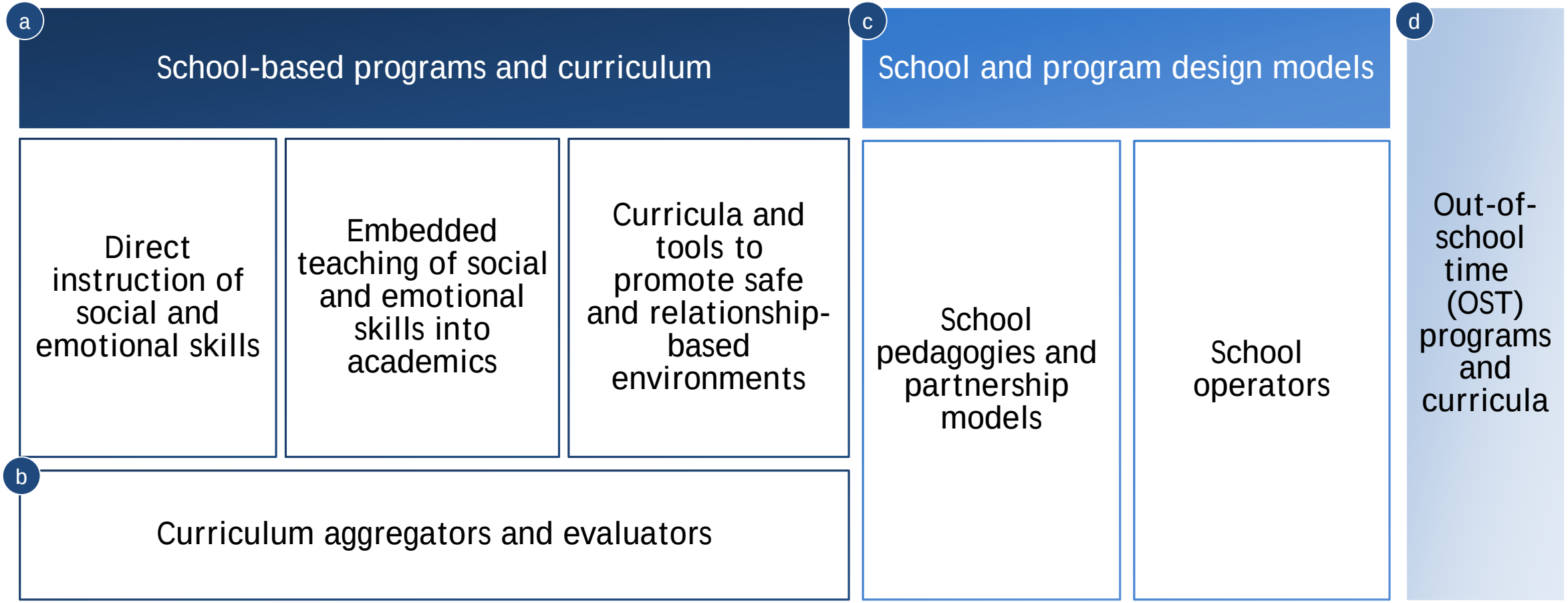
- Is the current momentum in the field likely to fulfill the Commission's recommendations within a reasonable timeframe?
- If no, what is the nature of the likely gap between the recommendations and the field's momentum? (e.g., existing organizations doing good work but sub-scale relative to the need) What are barriers to closing the gap?
- What are the key opportunities that exist?

For each deep dive, several sections of information are included



i. School & program design models, curriculum, and other tools

This section is divided into parts a-d, based on the taxonomy below



Source: Landscape Analysis stakeholder interviews, BCG Analysis

School-based programs and curricula | Overview of current field capacity (I/II)

1 **There are a number of curricular options available to support explicit social, emotional and academic instruction**

- CASEL's most recent Elementary program guide catalogued 19 separate programs for elementary schools
- For example…
  - Second Step is one of the leading, large scale providers of explicit, direct social and emotional instruction
  - Sanford Harmony is a classroom social and emotional learning program developed by National University to improve learning environments through increased communication and enhanced relationships; includes teacher training, implementation support, and the Sanford SEL app
- Pearson offers SSIS SEL Edition, an evidence-based tool to assess and teach skills aligned to CASEL competencies
- Some organizations, e.g., PERTS, are involved in multiple activities across the social emotional learning delivery chain; PERTS offers growth mindset and social-belonging programs for K-12 and higher Ed, and is also involved in applied research, bridging the gap between research and practice

2 **There remains an opportunity for more integration of social and emotional skills into academic content particularly in higher grades and across non-literacy focused curricula. Traditional education publishers and curriculum providers are beginning to enter this market**

- Integrated curricular options are most prevalent in literacy, e.g., 4R's, and history, e.g., Facing History and Ourselves. While there are some offerings in math and science, e.g. Interactive Math Program and OpenSciEd, there remains opportunity for more
- HMH, a traditional education curriculum provider, has incorporated social emotional learning into some academic content, e.g., Big Day for Pre-K, Read180, and McGraw-Hill has recently announced a partnership with Sesame Street to integrate social and emotional learning videos and lessons (from Sesame Workshop) into its Wonders Literacy program
- While not a traditional publisher, EL Education's integrated, open source ELA curriculum has widespread use (40k teachers in 44 states)
- Given the long timelines and political challenges associated with new curricula adoption, there should also be more supports to help teachers examine existing curricula for teachable social and emotional learning opportunities. In addition, teachers and schools could focus on implementing other learning methods, e.g. project-based learning, that increase student agency, make learning environments more student-centered, and create the conditions for students to build social, emotional, and academic capacities

Source: Landscape Analysis stakeholder interviews, BCG Analysis

School-based programs and curricula | Overview of current field capacity (II/II)

3 **There are many programs and tools adjacent to formal curricula that present opportunities for deeper integration of social, emotional, and academic development into schools and classrooms**

- Edtech tools show promise for large-scale impact on classroom climate, e.g., ClassDojo is the most widely-used behavioral management app
- Several national programs including the Advancement Project and the National Opportunity to Learn Campaign are promoting the use of restorative justice programs to reduce student conflict in classrooms and minimize disciplinary measures
- There are also opportunities to embed social and emotional learning more intentionally and holistically into non-academic school programming, e.g., arts, sports, physical education, which are often team and project-based, naturally lending themselves to incorporation of these skills. For example, the Susan Crown Exchange is supporting the Aspen Institute's Project Play to infuse social and emotional learning into sports. Other organizations, such as the Kennedy Center for the Performing Arts and the National Endowment for the Arts, have documented how arts programming can enhance social and emotional skills

4 **There are ample opportunities for social, emotional, and academic development interventions to be mutually reinforcing with equity. However, stakeholders highlight that in the current state, at times the application of social and emotional-related programs and tools reinforces stereotypes about race or socioeconomic status, e.g., using SEL tools exclusively to address discipline "problems" and behavior management. Additionally, programs need to be both designed and executed in a way that is reflective of all students' backgrounds and learning needs**

Source: Landscape Analysis stakeholder interviews, BCG Analysis

School-based programs and curricula | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission's recommendations within a reasonable period of time?

MAYBE

If no/maybe, what is likely gap between the recommendations and the field's momentum? Why?

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)*

What are key opportunities in this area to advance the field?

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

Source: Landscape Analysis stakeholder interviews, BCG Analysis

School-based programs and curricula | Reach of current approaches

Scale of existing curricula

Selected programs	Reach
Second Step	13M children/year
RULER	Implemented in thousands of schools
EL Education curricula	Downloaded 8.7M times
MindUP program	Taught on 5 continents and 12 countries; program has been used with 6M children
Class Dojo	In 90% of U.S. K-8 classrooms, reaches 10M kids/day; translated into 35 languages and used in 180 countries

Focus of existing integrated curricula[1]

	Academic subject			
Grade level focus	ELA/ Literacy	Math	Science	History/ Social Studies
Elementary (K-5)	4	1		
Middle (6-8)	5	1	1	2
High (9-12)	2	1	1	2

Few integrated options at HS level and for math and sciences

[1] Curricula included in table are: 4Rs (ELA, PreK-8); RULER (ELA, K-8); EL (ELA, K-8); Facing History and Ourselves (SS, 6-12); Reading Apprenticeship (Reading, History, Science, 6-12), San Francisco Unified School District PK-12 math curriculum, Read180 (ELA, K-12)

Source: Effective Social and Emotional Learning Programs, Preschool and Elementary School Edition (2013) and Middle and High School Edition (2015). The programs included in this table were coded as "Integrated with Academic Curriculum Areas" in this CASEL Guide.

School-based programs and curricula | CASEL Elementary Program Guide

Program name	Grade ranges covered	Avg. number of sessions per year	Approach to SEL instruction	Number of RCT's[1] of program	Improved academic performance	Improved positive behavior or fewer conduct problems
4Rs	PreK-8	35 period-long class sessions	Explicit skills instruction; integrated into ELA	1	Yes	Yes
Caring School Community	K-6	Year-long, with 30-35 class mtgs	Integration strategies provided	3	Yes	Yes
Competent Kids, Caring Communities	K-5	35 lessons	Explicit instruction; integration strategies provided	0	Yes	No
I Can Problem Solve	PreK-5	59-83 lessons	Explicit instruction; integration strategies provided	2	No	Yes
The Incredible Years Series	PreK-2	64 lessons	Explicit instruction; integration strategies provided for ELA	2	No	Yes
Michigan Model for Health	K-12	8-14 lessons	Explicit instruction; integration strategies provided	1	No	Yes
MindUP	PreK-8	15 lessons	Explicit instruction; integration strategies provided	0	No	Yes
Open Circle	K-5	34 lessons	Explicit instruction; integration strategies provided for ELA	0	No	Yes
PATHS	PreK-6	40-52 lessons	Explicit instruction; integration strategies provided	4	Yes	Yes
Positive Action	PreK-12	140 lessons	Explicit instruction; integration strategies provided for ELA	2	No	Yes

1. Randomized control trials
Source: 2013 CASEL Guide, Effective Social and Emotional Learning Programs

School-based programs and curricula | CASEL Elementary Program Guide

Program name	Grade ranges covered	Avg. number of sessions per year	Approach to SEL instruction	Number of RCT's of program	Improved academic performance	Improved positive behavior or fewer conduct problems
Raising Healthy Children	K-6	N/A	Explicit instruction; integration strategies provided	1	Yes	Yes
Raising Conflict Creatively Program	PreK-8	16 lessons	Explicit instruction; integration strategies provided for ELA	2	No	Yes
Responsive Classroom	K-6	N/A	Integration strategies provided	0	Yes	No
RULER Approach	K-8	16 lessons for Anchor Tools; 75 lessons for Feeling Words	Integrated into ELA	0	Yes	Yes
Second Step	PreK-8	22-28 weekly topics across 5 days/week	Explicit instruction; integration strategies provided	2	No	Yes
Social Decision Making/Problem Solving	K-8	30 topics	Explicit instruction; integration strategies provided	0	Yes	Yes
Steps to Respect	3-6	11 lessons + 2 literature units	Explicit instruction; integrated into academics	2	No	Yes
Too Good for Violence	K-8	7 30-60 min. lessons	Explicit instruction; integration strategies provided	1	No	Yes
Tribes Learning Communities	K-12	N/A	Integration strategies provided	0	Yes	No

Source: 2013 CASEL Guide, Effective Social and Emotional Learning Programs

School-based programs and curricula | Field actors

Direct instruction of social and emotional skills

Products used to deliver social and emotional-related instruction through lessons, activities, units, etc. that are separate from core academic content

Embedded teaching of social and emotional skills

Products used to deliver social, emotional and academic-related instruction through lessons, activities, units, etc. in an academic subject area (could be a full curriculum or an individual lesson)

Curricula and tools to promote safe and relationship-based environments

These curricula and programs aim to enhance learning environments and can come in many forms including:

- Technology, tools, and programs that increase parent, teacher, and student engagement and communication
- Technology, tools, and programs that help manage student behavior
- Discipline-related program models, e.g., restorative justice
- Programs that enhance school-based, non-classroom environments, e.g., recess
- Social justice programs to promote inclusive classrooms

Examples/Major players:

Explicit → Integrated

second STEP
mindUP a product of The Hawn Foundation
BRAINOLOGY FOR SCHOOLS
Yale RULER
The 4R's Reading, Writing, Respect, and Resolution
Education Curriculum
PATHS Promoting Alternative Thinking Strategies Program
The Incredible Years
Advancing Active Learning
FACING HISTORY AND OURSELVES
READ180
transforming education
Character LAB
SANFORD HARMONY NATIONAL UNIVERSITY
Pearson
PERTS
7 MINDSETS Teaching Mindsets. Changing Lives.

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Examples/Major players:

TEACHING TOLERANCE A PROJECT OF THE SOUTHERN POVERTY LAW CENTER
Welcoming Schools A PROJECT OF THE HUMAN RIGHTS CAMPAIGN FOUNDATION
center for restorative process
Emote
ClassDojo
kickboard
ADVANCEMENT PROJECT
rethinkEd
PLAYWORKS
ADL FIGHTING HATE FOR GOOD
Morningside Center for Teaching Social Responsibility

School-based programs and curricula | Other scaled education offerings without explicit link to social, emotional, and academic development

Education publishers

Education publishers and curriculum providers reach millions of students, providing an opportunity for infusion of social, emotional, and academic skill development within traditionally-academic content, e.g., math, science

Examples/Major players:

Education technology

Plethora of new technologies to support learning including:

- Open source and lifelong learning, e.g., Khan Academy, Coursera
- Personalized learning, e.g., AltSchool, Knewton
- Foreign language programs, e.g., DuoLingo
- Communication tools for teachers and parents, e.g., Edmodo

Examples/Major players:

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Curriculum aggregators and evaluators | Overview of current field capacity (I/II)

1. **Stakeholders broadly cite reviews and evaluations of social, emotional, and academic-related curricula and programs as useful and well-done. However, they are periodic and focused on a select number of explicit curricula**
   - CASEL publishes Program Guides for Preschool and Elementary (most recent: 2013) and Middle and High School (2015), which use frameworks to rate and identify evidence-based social emotional learning programs (focused on explicit instruction); programs apply to be reviewed in each cycle
   - The Wallace Foundation and HGSE authored a recent report titled "Navigating Social and Emotional Learning from the Inside Out: Looking Inside and Across 25 Leading SEL Programs: A Practical Resource for Schools and OST Providers", which provides comprehensive program profiles for in-school curricular, in-school non-curricular, and OST programs (also focused mainly on explicit instruction)

2. **There are a growing number of organizations that provide evaluations of a wider breadth of curricula online, but few that review social, emotional and academic-related materials, or examine the inclusion of social, emotional, and academic-related content in traditional academic curricula**
   - EdReports has breadth and depth, conducting independent educator reviews of academic curricula to assess alignment to college and career ready standards and other quality indicators; the site has over 100 teacher reviewers and has been used by over 125 districts[1] to adopt curricula, however it is focused on ELA and math curricula
   - Only a few EdReports evaluation criteria reference social, emotional and academic skills, e.g., "curricula provide opportunities for students to collaborate with one another"
   - Similarly, Achieve reviews ELA, math, and science curricula for alignment to standards, but there is an opportunity for also reviewing inclusion of social and emotional skills and capabilities

1. How EdReports.org Helps Educators Identify High-Quality Materials (Bill & Melinda Gates Foundation)
Source: Landscape Analysis stakeholder interviews, BCG Analysis

Curriculum aggregators and evaluators | Overview of current field capacity (II/II)

3 **There is an emergence of websites and platforms that aggregate academic materials, but few include a large quantity of high-quality social, emotional, and academic-related content**

- Teachers Pay Teachers is the world's most popular online marketplace for educational materials with 5M teacher users/year, 3M resources available, and 1B resources downloaded to date; however, there are only ~6,000 results when searching for "social and emotional", making up 0.2% of the site's total resources
- Additionally, these sites are often difficult for practitioners to navigate and determine the quality of materials available, e.g., of the ~3,500 "social and emotional" results on Amazon Inspire, almost none have been reviewed by other users
- However, if these challenges were addressed, curriculum aggregators present a promising opportunity for access to a large quantity of (often) free or low-cost materials that support social, emotional, and academic development

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Curriculum aggregators and evaluators | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission's recommendations within a reasonable period of time?

MAYBE

If no/maybe, what is likely gap between the recommendations and the field's momentum? Why?

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

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

What are key opportunities in this area to advance the field?

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)

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Curriculum aggregators and evaluators | Field actors

Review and evaluate curriculum for alignment and quality

Services that review and rate curricular materials and programs, including measuring alignment to standards or quality criteria

- Including both those currently focused on social and emotional-focused curricula and those with academic focus

Examples/Major players:

LEARNINGlist.com
A resource review service by and for educators

edreports.org

CASEL

HARVARD GRADUATE SCHOOL OF EDUCATION

The Wallace Foundation

Aggregate and compile curricular resources

Platforms and/or services that compile and organize curricular materials to help practitioners find relevant, high-quality resources

- Sites can range from open-access and user-generated (allowing anyone to upload materials) to curated (with relevant materials selected for inclusion)

Examples/Major players:

User-generated ⟷ Curated

Teachers Pay Teachers

amazon inspire

OER COMMONS
OPEN EDUCATIONAL RESOURCES

SAS Curriculum Pathways

Centervention
Focus on fun, because fun works.

engage ny

Source: Landscape Analysis stakeholder interviews, BCG Analysis

School and program design models | Overview of current field capacity (I/II)

1 **There are a number of school models (both operators and partnership models) that emphasize social, emotional and academic-related development in various ways. Examples include:**

- EL Education partners with over 150 schools in 30 states to implement a comprehensive model spanning instruction, culture, and leadership; promotes Character as one of the three key elements of student achievement, focusing on mindsets, ethics, and citizenship
- KIPP, the largest U.S. charter school network, operates 209 schools and has character education as a key component of its approach; developed in conjunction with Angela Duckworth, KIPP's character framework emphasizes grit, zest, optimism, self-control, gratitude, social intelligence and curiosity
- Turnaround for Children leverages neuroscience and the science of adversity to provide trauma-informed education to disadvantaged youth; the organization partners with 13 schools in New York City, Newark, NJ, and Washington, D.C., and serves more than 5,000 students and 600 educators
- Valor Collegiate has two academies in Nashville that promote Balanced Education; student learning is driven by the "Valor Compass" that emphasizes students' development of "sharp minds, big hearts, noble purpose, and aligned actions", with substantial resources devoted to social and emotional skills

Source: Valor Collegiate, Landscape Analysis stakeholder interviews, BCG Analysis

School and program design models | Overview of current field capacity (II/II)

2 **However, there is an opportunity to enable and identify more examples across the field of models (at the school and system level) that fully exemplify the integration of social, emotional, and academic development in the ways outlined in the National Commission's practice recommendations**

- A large proportion of school leaders report that their school is implementing social, emotional and academic-aligned initiatives, yet most of these lack a comprehensive approach
  - Only 25% of principals are "high implementers" of SEL based on self-reported adherence to CASEL benchmarks[1]
- Many existing models compartmentalize social and emotional learning as a self-contained topic rather than integrating it into academics and the school culture (as envisioned by the Commission's recommendations)
- The abundance of SEL and related frameworks and curricular options, including both explicit and integrated approaches, has contributed to a lack of coherence in implementation across sites
- Adults may lack the knowledge, skills, and/or mindsets required to implement in a way that facilitates equitable student outcomes—e.g., expected to employ practices without having received explicit training or supports to unpack conscious and unconscious bias or explore how they may contribute to disproportionate student outcomes

3 **The implementation of social, emotional, and academic-related approaches varies across grade levels and school settings**

- Implementation is occurring in pockets, with principal-reported schoolwide implementation most likely to be in elementary (41%) and urban (41%) settings (vs. 25% high school and 31% small town/rural)[2]
- Some hypothesize that lower penetration in middle and high schools is a result of fewer available social and emotional learning programs, and variable quality in programs that exist, where most are simply revisions of elementary content rather than new, developmentally-appropriate designs

1,2 Ready to Lead (CASEL)
Source: Landscape Analysis stakeholder interviews, BCG Analysis

School and program design models | Overview of current field capacity (II/II)

4 **Stakeholder interviews highlighted the need for greater implementation knowledge and clear progression(s) to support practitioners (both schools and districts) across a diversity of learning environments in moving from current to future state**

- There is clear demand across practitioners for integrated social, emotional, and academic development, however many educators struggle with where to begin or what steps to take to improve or continue to advance existing practices
- Different schools and systems often begin at one of a number of overlapping entry points, often driven by community needs and/or political priorities, e.g., school safety, school climate, anti-bullying, discipline reform/restorative practices, equity, trauma-informed practices, early childhood development, SEL, character, student engagement, workforce readiness
- There is an overall need for more field-wide engagement and alignment on appropriate and productive implementation progressions from different entry points

1,2 Ready to Lead (CASEL)
Source: Landscape Analysis stakeholder interviews, BCG Analysis

School and program design models | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission's recommendations within a reasonable period of time?

No

If no/maybe, what is likely gap between the recommendations and the field's momentum? Why?

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

What are key opportunities in this area to advance the field?

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

Source: Landscape Analysis stakeholder interviews, BCG Analysis

School and program design models | Reach of current approaches

Investment in students' social and emotional development is high

$21-47B	Est. total annual spending on social emotional learning in U.S. K-12 public schools
$640M	Est. annual spending on social and emotional-related products and programs
$20-46B	Est. annual spending on teachers' time dedicated to social and emotional learning
4.3	Est. hours per week that teachers spend on SEL (~8% of working time)
900k	Number of students attending schools in the CASEL CDI, where SEL is being implemented at the district level
1.1M	Number of students in CA's CORE districts (more that 15% of students in the CA K-12 system)

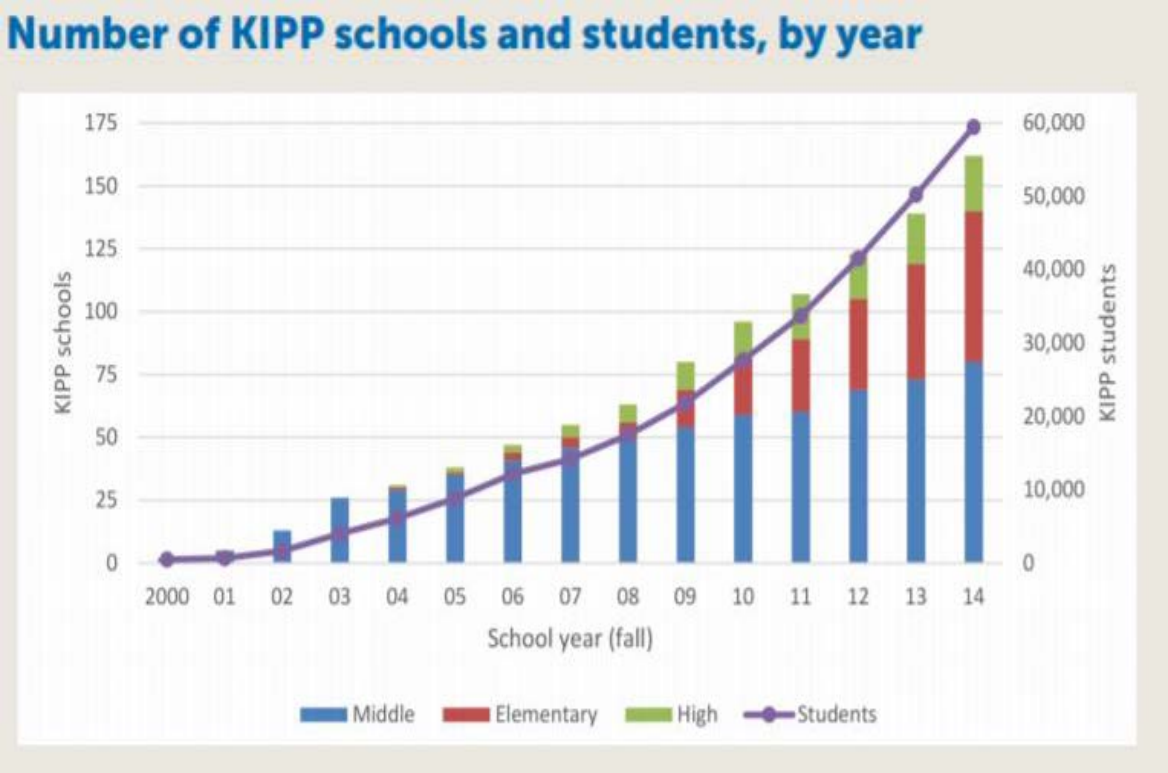
Yet strength of implementation varies, with majority of schools lacking systematic implementation of social and emotional learning

35%	Of principals had a plan for teaching SEL and had **implemented it schoolwide**
38%	Of principals had a plan for teaching SEL and had **partially implemented it**
25%	Of principals say that all teachers in their school teach SEL skills
88%	Of teachers say their school is working to support students' SEL skills
44%	Of teachers say their school has a systematic way of teaching these skills

Source: Ready to Lead (CASEL), The Scale of Our Investment in Social-Emotional Learning (Transforming Education)

School and program design models | Scaling examples

KIPP



Source: Understanding the Effect of KIPP as it Scales (Mathematica)

Education

1993

10 schools in NYC, Boston, Portland (ME), Denver, and Dubuque

2018

152 schools in 30 states with 50,000 students

Source: Landscape Analysis stakeholder interviews, BCG Analysis

School and program design models | Field actors

Individual schools not a primary focus of this analysis

School pedagogies

Philosophies and theories about teaching and instructional strategies that are applied across a large number of schools, and overlap with social, emotional and academic-related principles as articulated by the National Commission

- Thousands of schools that follow these alternative teaching styles
- Some demonstrated evidence of improved social and emotional skills over traditional school settings

Examples/Major players:

Montessori School
Waldorf Education
Reggio Emilia Early Learning Centre

School partnership models

Organizations that have supported implementation of their social, emotional and academic-related models across multiple sites, creating a network of schools that follow the same model

Examples/Major players:

The Deeper Learning Network

More SEAD-focused:
EL Education
Character.org
Summit Learning
Turnaround for Children
Stars Empathy
Citizen Schools

Less SEAD-focused:
CTE UCLA Center for the Transformation of Schools
Teach to One Math
Envision Learning Partners

School Improvement Network

School operators

Organizations responsible for public school operations (via charter or similar arrangements) that embed social, emotional and academic-related instruction across all school sites

Examples/Major players:

KIPP
summit public schools
alpha public schools
Green Dot Public Schools

Schools

Single schools (some of which have become small, localized school operators with multiple campuses) that have prioritized and implemented social, emotional and academic-related instruction and programming

Examples/Major players:

Two Rivers Public Charter School
Valor Collegiate Academies
Capital City Public Charter School
Roses in Concrete Community School
Native American Community Academy (NACA)

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Out-of-school time (OST) programs and curricula | Overview of current field capacity (I/IV)

1 **The long history of positive youth development in the OST sector provides an important part of the foundation upon which the current movement around social, emotional, and academic development is built**

- Youth development organizations and researchers pioneered the field of positive youth development (PYD) in a 2002 report by the National Academies: Community Programs to Promote Youth Development; the report identified personal and social assets critical to the healthy development and well-being of adolescents, and also identified features of positive developmental settings critical for young people to develop these personal and social assets and transition successfully to adulthood
- Although the OST sector is diverse and decentralized, PYD forms the underlying framework of most definitions of the sector's quality and infrastructure, including statewide standards, training competencies for OST educators and youth workers, and program quality measurement tools
- PYD intersects significantly with social, emotional, and academic development, and providers of high-quality OST programs have deep and complex knowledge around helping young people build the skills and capacities integral to social, emotional, and academic development

2 **There are many existing OST programs that have sizable reach**

- According to the Afterschool Alliance 2014 America After 3 survey, 10.2M young people in the US attend OST programs, up 60% since 2004. (Parents of 19.4M youth would enroll their child in a program if one was available; and 11.3M children are unsupervised after school.) Examples of OST programs include:
  - YMCA serves 9M youth/year, Boys and Girls Club 4M youth/year, Boy Scouts 2.8M youth/year, Girl Scouts 2.6M youth/year. These and other national orgs, e.g., 4H and Girls, Inc., are grantees of the S.D. Bechtel, Jr. Foundation Character Initiative
  - There are several national program networks, e.g., Citizen Schools, Horizons National, Communities in Schools, that also impact many students
  - There are also thousands of community-based programs, often staffed by community members and centered around language/culture, arts, sports, STEM, youth organizing, and other topics

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Out-of-school time (OST) programs and curricula | Overview of current field capacity (II/IV)

- Thousands of school-run afterschool programs are located in school buildings and staffed by teachers and paraprofessionals
- The $1.1B 21st Century Community Learning Centers (21st CCLC) initiative supports 1.6M children in 11,500 programs across the US. It is the only federal funding source dedicated to supporting local afterschool, before-school, and summer learning programs

3 **Academically-focused OST programs provide opportunities for expanding the reach of SEAD programming**

- OST programs that focus on academics have the potential to be infused with social, emotional and academic-related content, e.g., Kumon tutoring has over 300,000 students enrolled in its reading and math enrichment programs, and Reading Partners serves over 11,000 students per year through 225 partner schools. BELL (Building Educated Leaders for Life) served 14,408 students at 150 sites in 34 states in summer 2017, while BELL Afterschool served 977 students

4 **There are limited social and emotional learning curricula and resources specifically tailored to the OST setting**

- WINGS is largest formal curricula; its afterschool programming currently reaches 1,600 students per year, 11,000 students to date, and plans to reach 16,000 per year by 2020
- The SEL Challenge was an initiative led by the Forum for Youth Investment's Weikart Center and 8 exemplary OST programs, and was funded by the Susan Crown Exchange; this initiative produced "Preparing Youth to Thrive", a field guide for teen programs to embed SEL into their practice

5 **Overall, actors in the OST sector are abundant, but resources are limited**

- The OST field has a well-established but under-resourced universe of technical assistance providers, intermediaries, researchers, communications experts and policy/advocacy leaders who are focused on expanding access and improving the effectiveness of OST environments in delivering benefits for young people, and better connecting the OST and K-12 sectors

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Out-of-school time (OST) programs and curricula | Overview of current field capacity (III/IV)

6 **There are many intermediaries operating in the OST space. For example:**

- The network of Charles Stewart Mott Foundation-funded statewide afterschool networks in all 50 states published the Expanding Minds and Opportunities Compendium in 2013, providing a comprehensive overview of the field and evidence of its impact
- The Afterschool Technical Assistance Collaborative is a group of national organizations working collaboratively to assist the 50 state afterschool networks
- Every Hour Counts is a national network of citywide intermediaries. EHC's Measurement Framework defines outcome measures for OST systems at the youth, program and system levels. Several program-level measurements intersect with SEL competencies. EHC's Frontiers in Urban Science Education project supports a network of district/intermediary partnerships with cross-sector professional development and co-teaching for K-12 and OST educators around science and SEL
- ExpandED Schools, Providence After School Alliance, Boston After School and Beyond, Sprockets (St. Paul, MN), and Partnership for Children and Youth (CA) are among the leaders in SEL skill assessment for youth and program quality, and building the capacity of providers to create curricula that support SEL skill development
- Ready by 21, an initiative of the Forum for Youth Investment, provides TA and support to community leaders to ensure all youth are ready to meet life's responsibilities by the age of 21
- The Global Family Research Project (formerly the Harvard Family Research Project) provides technical assistance, professional development, and evaluation focused on building capacity for family/community engagement
- The National League of Cities Institute for Youth, Education and Families brings together local leaders to develop strategies via technical assistance projects, peer learning networks, leadership academies, and the Mayors' Institute
- Other leading TA organizations / researchers in the field include the National Institute on Out-of-School Time, Partners in Education And Resilience (PEAR), the Forum for Youth Investment Weikart Center for Youth Program Quality, the Search Institute, the Yale Center for Emotional Intelligence, 4-H/University of Minnesota, and the RYTE Center

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Out-of-school time (OST) programs and curricula | Overview of current field capacity (IV/IV)

7 **There are also several membership and policy organizations dedicated to improving OST. For example:**

- The National Afterschool Association supports 20,000 afterschool educators
- The Afterschool Alliance, a national policy and advocacy organization for afterschool, published Role of SEL in Afterschool and (in partnership with NAA and EHC) Resources to Support Belonging and Inclusion
- The National Summer Learning Association focuses on research, advocacy, training, and policy to increase access to high quality summer learning programs
- The American Youth Policy Forum focuses on education, youth and workforce policy

8 **Social and emotional learning-focused partnerships among schools, districts, and OST providers are also becoming more common**

- The Expanded Learning 360/365 Project, supported by the S.D. Bechtel, Jr. Foundation and led by the Partnership for Children and Youth (PCY), ASAPconnect, California School-Age Consortium (CalSAC), and Learning in Afterschool & Summer (LIAS)/Temescal Associates was launched in 2014; PCY convenes school districts and expanded learning leaders from across California in a professional learning community to plan and implement strategies to improve and better coordinate SEL practices
- In 2015, AIR released a series of briefs and tools focused on how afterschool programs can support the social and emotional development of youth, including how schools and afterschool programs can partner to boost students' SEL skills and capacities
- The Wallace Foundation's Partnerships for Social and Emotional Learning Initiative supports partnerships between schools and OST organizations at 38 campuses across 6 cities to foster SEL in elementary-age children

9 **However, several challenges related to social, emotional, and academic development in the OST field remain**

- Although there is strong movement in the OST sector to more intentionally focus on and measure youths' development of specific social and emotional skills and capacities, many providers focus on these skills only informally. The sector contends with a lack of resources for core support/access, and some national and regional philanthropies (sources of catalytic funding) have pulled out of OST in recent years. There is frequent staff turnover, limited pre and in-service training, and a lack of universal, accessible tools and curricula. Maintaining effective partnerships with schools and districts can be challenging

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Out-of-school time (OST) programs and curricula | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission's recommendations within a reasonable period of time?

NO

If no/maybe, what is likely gap between the recommendations and the field's momentum? Why?

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 organizational, management and leadership capacity collectively hinder both access to and quality of services

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)

What are key opportunities in this area to advance the field?

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

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

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Out-of-school time (OST) programs and curricula | Wallace Foundation In-School and OST Collaboration

The Wallace Foundation®

Goal

Build stronger partnerships between schools and OST providers to create seamless learning opportunities across all settings, by –

- Streamlining the language used
- Creating consistency of standards
- Engaging in joint planning efforts
- Sharing staff across in-school and OST settings
- Implementing instructional coaching across in-school and OST settings

Program

Partnering with 38 campuses in 6 cities called "SEL Laboratories" (Tulsa, Takoma, West Palma Beach, Dallas, Denver, Boston) to facilitate collaboration between in-school and OST providers

- Helping OST providers, e.g., Boys and Girls Club, articulate the SEL practices that already exist and make them explicit
- Helping teachers and other adults implement integrated SEL instruction to create rich learning environments
- Out of school time intermediaries (OSTI) lead the work and OST Instructional coaches work with 5-6 schools to conduct planning meetings with teachers and OST staff, observe, and coach
- Grants are for a 6-year initiative, with initial grants of $1-1.5M per district/OSTI pair. Implementation phase begins in September
- Participating cities receive non-monetary benefits including convenings, technical assistance, and support for continuous improvement and communications
- Will impact 30,000 K-6 children in 76 schools over the six-year period

Source: The Wallace Foundation, Landscape Analysis stakeholder interviews, BCG Analysis

Out-of-school time (OST) programs and curricula | Field actors

Social, emotional and academic-related programs & curricula

Tools and products used to deliver social, emotional and academic-related instruction to students outside of school through formal curricula and other content

- Note: Few products and curricula tailored to out-of-school settings. Minimal work (except Wallace-funded report) on how to exchange knowledge and expertise between the in-school and OST sectors

Examples/Major players:

Comprehensive out-of-school providers

Out-of-school program providers that broadly focus on youth development and improving children's social and emotional skills (though not always explicitly)

Examples/Major players:

Academically-focused out-of-school providers

Out-of-school program providers that primarily focus on improving children's academic-related skills

Examples/Major players:

Organizations that support out-of-school providers

Organizations that help ensure children have access to high-quality OST learning environments

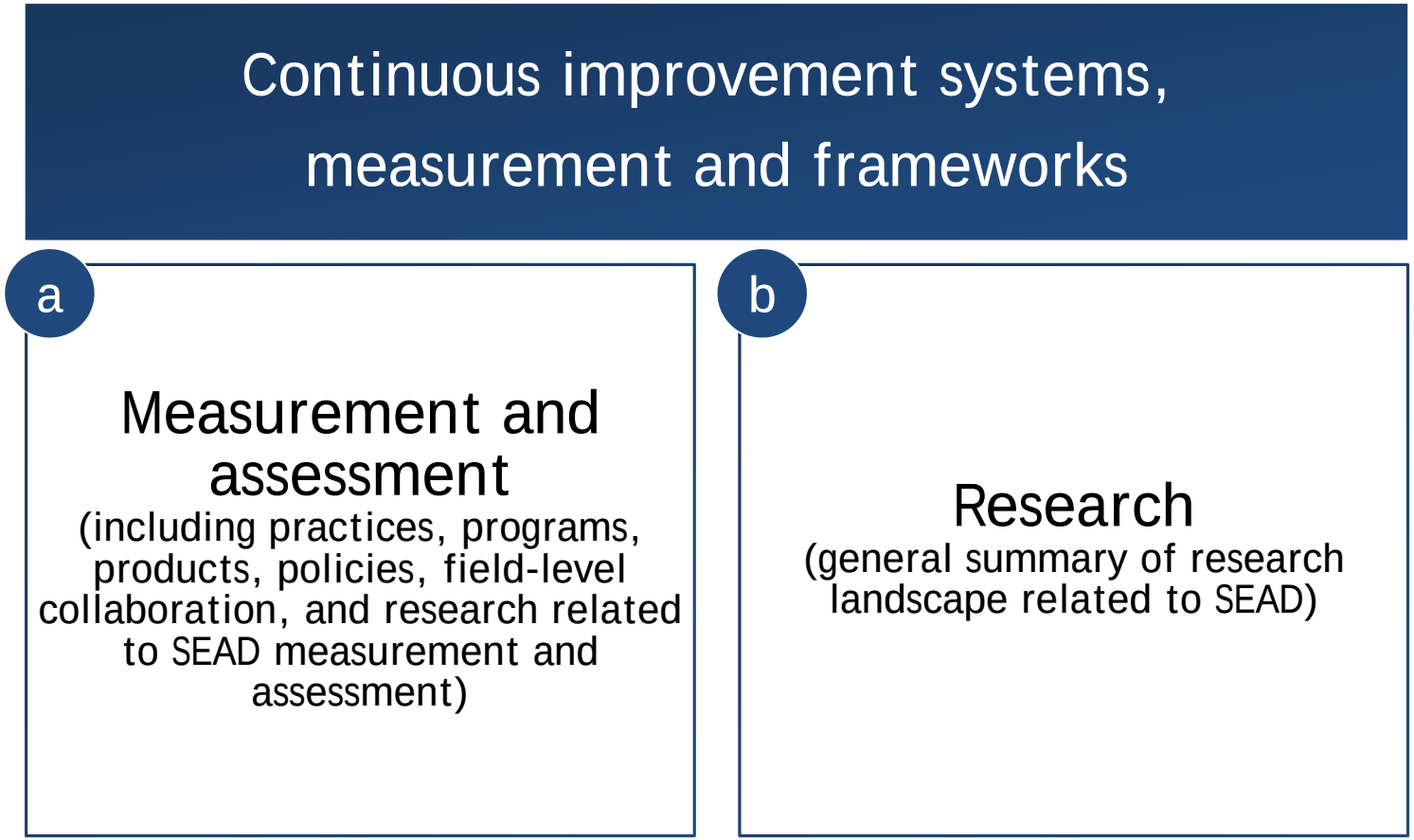
- Organizations provide funding, capacity-building, advocacy, and/or research support to enhance the effectiveness of OST providers

Examples/Major players:

Source: Landscape Analysis stakeholder interviews, BCG Analysis

ii. Continuous improvement systems, measurement and frameworks

This section is divided into parts a and b, based on the taxonomy below



Source: Landscape Analysis stakeholder interviews, BCG Analysis

Measurement and assessment | Overview of current field capacity (I/IV)

1 **There is strong demand and growing use of social, emotional, and academic development-related measurement and assessment tools in school settings, particularly those related to school climate. This is derived from both a more decentralized policy environment enabled by ESSA and strong pull from educators at all levels**

- Both the abundance of resources available and greater acceptance of the use of climate-focused tools for continuous improvement and/or school and district accountability have led to accelerated adoption
- While not providing a direct measure of social and emotional competencies, the increased adoption of climate surveys is largely viewed by social, emotional, and academic development advocates as a positive development
- Measurement and assessments related to social and emotional development (primarily school climate measures) have been administered to over 15M youth, and at least 28 states include some social and emotional development-related indicator (either direct or indirect) in their ESSA plans
- The Delaware School Climate Survey is cited by 3 states in ESSA plans—Illinois, Nevada, and New Mexico—with many additional districts and schools using the resources
- California CORE districts use a School Quality Improvement Measurement System, which includes metrics related to social and emotional learning and school climate. School performance on these metrics comprises 8% of the overall CORE performance evaluation

Note: See Harvard EASEL Lab's Taxonomy Project (Stephanie Jones) for more in-depth review of frameworks used across the field
Source: Education First, SEL Looking Back, Aiming Forward; Landscape Analysis stakeholder interviews, BCG Analysis

Measurement and assessment | Overview of current field capacity (II/IV)

2 **Conversely, there are fewer resources available and more polarized attitudes about assessments that aim to measure student and educator social and emotional competencies directly**

- Stakeholders generally assert that there is good reason to attempt to measure student and teacher SEL competencies for purposes of continuous improvement
- However, the development of these assessments (including the science that supports them) is in its infancy and it is widely agreed that continued R&D and capacity building are required to improve overall effectiveness
- A number of challenges exist related to the expansion of these products and tools:
  - Underlying data generated face limitations, with both validity (do not measure what purported to measure) and reliability (not consistent)
  - Abundance of terms and frameworks used makes tools difficult to design and navigate—some frameworks use similar language to mean different things, whereas others use different language, leading to confusion across the field on what to teach and how to measure it
  - Different tools have different levels of connection to a broader framework for developmental progression; in some cases, connection is very limited
  - Teacher-reported and behavioral assessments are often time consuming and costly to administer, and student-reported assessments are often seen as less reliable
  - Parents and others have expressed broader concerns over how information will be used to categorize and label students

Note: See Harvard EASEL Lab's Taxonomy Project (Stephanie Jones) for more in-depth review of frameworks used across the field
Source: Education First, SEL Looking Back, Aiming Forward; Landscape Analysis stakeholder interviews, BCG Analysis

Measurement and assessment | Overview of current field capacity (III/IV)

3 **Despite policy advancements in individual states, stakeholders suggest there is an opportunity for greater national leadership and alignment across states on where accountability and measurement policy should and should not go—with broadly-held view that these assessments (at least those related to assessing student SEL competencies directly) should not, at the moment, play a role in accountability**

- Field largely aligned that student-level measurement tools should not be used for high-stakes accountability any time soon; however, broader question of how to approach accountability and whether broader measures (e.g., school climate) might be used remains a source of debate

4 **Additionally, the abundance of data now available (e.g., school climate data) is widely under-utilized; schools (and OST programs) would benefit from more coaching and support to make effective program design, staffing, instructional, and administrative decisions**

- Stakeholders emphasize that ultimately the end goal is not the administration of assessments or mass adoption of particular products, but instead should be focused on equipping districts, schools, programs, teachers, and educators with the right information and tools to drive improvements in their practices to better meet the needs of all young people

5 **These challenges are broadly recognized across the field with several efforts underway to bring improvements**

- The Taxonomy Project aims to create a platform that will showcase points of alignment and divergence across social and emotional learning frameworks in order to identify common ground and highlight distinctions among frameworks
- Multiple collaborative networks exist to bring together multidisciplinary actors to drive improvements to social and emotional measurement tools. For example, MeasuringSEL (led by CASEL and RAND) is focused on describing existing social and emotional learning frameworks, creating an Assessment Guide for educators, and designing new assessment tools

Note: See Harvard EASEL Lab's Taxonomy Project (Stephanie Jones) for more in-depth review of frameworks used across the field
Source: Harvard EASEL Lab's Taxonomy Project, Education First, SEL Looking Back, Aiming Forward; Landscape Analysis stakeholder interviews, BCG Analysis

Measurement and assessment | Overview of current field capacity (IV/IV)

6 **There are a number of efforts to measure the development of social, emotional, and academic skills in the OST space. For example:**

- In 2009, the Forum for Youth Investment published Measuring Youth Program Quality: A Guide to Assessment Tools, 2nd Edition, which they followed in 2014 with From Soft Skills to Hard Data: Measuring Youth Program Outcomes. The former guide focused on helping programs choose appropriate tools to measure program quality; the latter on choosing tools to measure impact on youth (including outcomes such as communication/collaboration skills, critical thinking, decision making, initiative and self-direction). In 2016, the CA-based Partnership for Children and Youth published Measuring Quality: Assessment Tools to Evaluate Your SEL Practices
- Every Hour Counts has developed a measurement framework with youth, program and systems levels that suggests validated tools for measurement of critical thinking, perseverance, self-regulation, collaboration, communication, and growth mindset. Among the tools suggested by EHC: PEAR's Holistic Student Assessment, the National Institute for Out-of-School Times' SAYO; The Devereux Student Strengths Assessment, and the Afterschool Measures Online Toolbox
- Boston After School & Beyond developed the Achieve-Connect-Thrive (ACT) Framework in 2009. The skills included in the framework intersect with SEAD skills and include: achieving – critical thinking, creativity and perseverance; connecting – social awareness and relationships, communications, teamwork; thriving – growth mindset, self-efficacy, self-regulation. Increasingly, this framework acts as a guide to help youth programs articulate outcomes and how they are measured

7 **Although the OST sector does not face the same high-stakes accountability environment as K-12, there are parallel questions about SEL assessment in OST, including validity and ease of use, absence of bias, and managing expectations of public and private funders for particular outcomes**

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Measurement and assessment | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission's recommendations within a reasonable period of time?

MAYBE

If no/maybe, what is likely gap between the recommendations and the field's momentum? Why?

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.,

- 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 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)

What are key opportunities in this area to advance the field?

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

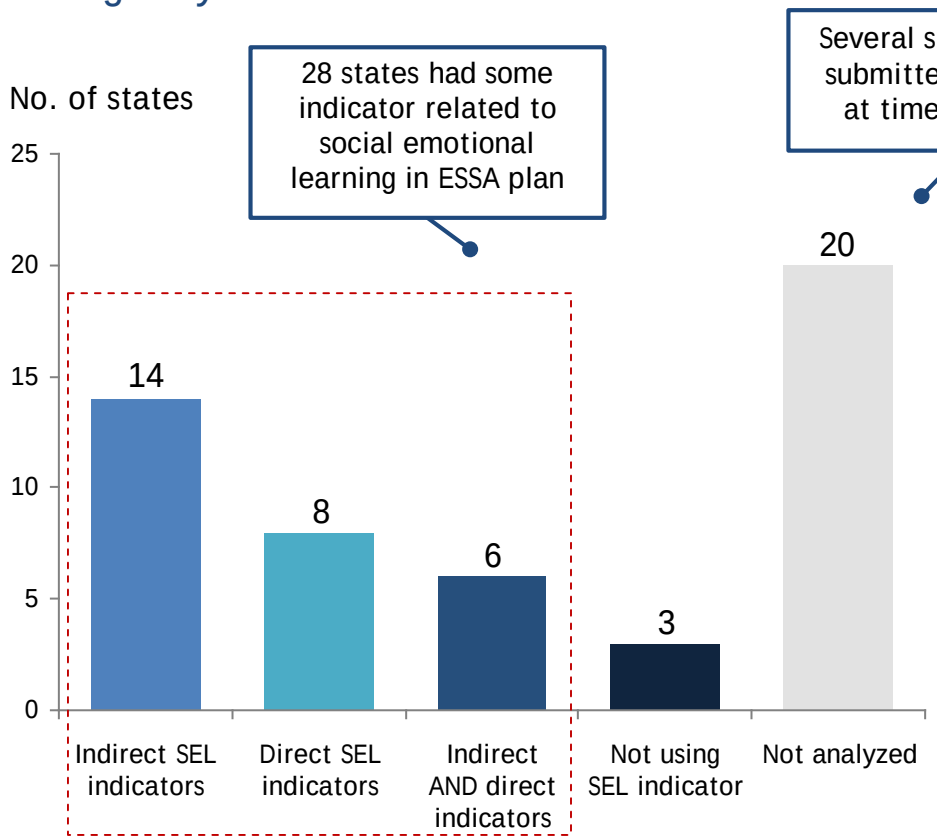
Build greater consensus across field around appropriate path forward on accountability. In parallel, solidify coalition to support assessment and accountability policy efforts across states

Support efforts to apply an equity lens to measurements and assessments, including reducing cultural bias and considering policy implications

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Measurement and assessment | Reach of selected current approaches

Based on state ESSA plans, majority of states adopting indicators related to social, emotional learning, with 50% using only indirect measures[1]



Over 15M students have taken assessments related to social, emotional learning (for context: ~50M public school students in US)

Overlap exists across assessments

Overview	Reach
Platform that enables assessment of student SEL-skills, with access to associated Playbook	Has been administered across 500 districts and 8,500 schools to 7M students
Survey designed to measure changes in school organization, provides actionable reports	Has been administered across 6,000 schools to over 5M students, teachers & parents
Survey assessment for K-12 to measure teaching practices, student engagement & school climate	Has been administered to 3M students
Assessment, planning and evaluation tool for programs, including OST, that integrate social and emotional learning	Currently used in ~260 programs with a reach of 10K students

1. 31 State ESSA plans analyzed, 14 used only indirect indicators based on plans out of 28 that used SEL indicators
Source: Education First, SEL Looking Back, Aiming Forward, BCG Analysis; Note: Frameworks assessed separately through Taxonomy Project
Note: Indirect indicators defined as chronic absenteeism, post-secondary/career readiness, Direct indicators defined as school climate, student discipline or access to/participation in extracurricular
Source: Landscape Analysis stakeholder interviews, BCG analysis

Measurement and assessment | Federal and state actors

While state-level assessments exist in certain areas, some stakeholders caution that standardized state-wide measurement of social and emotional competencies is not necessarily a goal. Further, many stakeholder express concern about the use of such measures for accountability, at least in the near term

National policy, accountability and assessments

Every Student Succeeds Act (ESSA) requires state education agencies to implement statewide assessments

- ESSA requires all states to include an indicator of school quality or student success in state accountability systems, which can include (but does not require) social, emotional-related measures
- ESSA shifts attention to more holistic measures for education, which opens door for role of integrated social, emotional academic development in school quality and success

NAEP is the largest nationally representative assessment of academic proficiency across core content areas and is administered by the U.S. Dept of Education

State and district assessments

States have flexibility under ESSA to define their own indicators of school quality or student success, which results in variation in testing focus and administration

At State level, ~14 States proposing to use new or innovative indicators that are explicitly aligned with social and emotional development, e.g., school climate surveys

- e.g., Illinois, Louisiana, Nevada, etc.

CORE districts define additional metrics beyond CA requirements that focus on SEL

Note: Frameworks assessed in depth through Taxonomy Project
Source: Education First, SEL Looking Back, Aiming Forward; Landscape Analysis stakeholder interviews, BCG Analysis

Measurement and assessment | Field actors

Assessment providers

Practitioners and networks

Student-centric assessments

Emerging field of providers offering assessments and/or resources to support measurement at the individual child level, including:

- Self-assessments, e.g., surveys
- Adult or peer assessment
- Other situational or performance based assessments
- Data visualization / dashboards (for assessment results)
- Platforms enabling user-created versions of the above

Examples/Major players:

ALGORHYTHM
Youth Development Impact Learning System
tripod
PANORAMA EDUCATION
pear
Holistic Student Assessment
transforming education
SELweb

School or systems-focused assessments

Measurements and dashboards designed to evaluate the learning environment at classroom and/or school level, including:

- School-wide surveys
- Educator self-evaluation
- Data visualization / dashboards (for results)
- Platforms enabling user-created versions of the above

Examples/Major players:

ALGORHYTHM
Impact Capacity Assessment Tool
PANORAMA EDUCATION
tripod
NSCC National School Climate Center
5Essentials
Organizing Schools for Improvement
ED School Climate Surveys (EDSCLS)

Organizations with home-grown tools

Organizations that create their own tools and systems for measurement of competencies within their organization or network

Examples/Major players:

summit public schools
STUDENT SUCCESS NETWORK
KIPP

Measurement-focused networks and collaboratives

Multidisciplinary networks aimed at advancing research and use of effective assessments to measure social and emotional competencies in children

Examples/Major players:

FUNDERS' COLLABORATIVE FOR INNOVATIVE MEASUREMENT
measuring SEL Using Data to Inspire Practice

Note: Frameworks assessed in depth through Taxonomy Project
Source: Education First, SEL Looking Back, Aiming Forward; Landscape Analysis stakeholder interviews, BCG Analysis

Taxonomy of research landscape

Social, emotional, and academic development-related research

Higher education		Non-profits		
University labs	Other university research	Social, emotional, and academic-development-specific organizations	Other non-profits / research firms	Foundation-related organizations & research
• Labs at universities that focus exclusively on SEAD-related research, e.g. Center for Emotional Intelligence at Yale	• Academic research at universities related to SEAD, but housed within general education / child development / psychology departments	• Organizations devoted exclusively to SEAD that have ongoing research efforts, e.g. Turnaround for Children	• General social science or education organizations that conduct research on numerous topics including SEAD, e.g. RAND	• SEAD-related research conducted by or in collaboration with a foundation, e.g. Mind in the Making (Bezos Family Foundation)

Source: Landscape Analysis stakeholder interviews, BCG analysis

Research | Overview of current field capacity (I/III)

1 **There are several prominent research initiatives and research-driven centers/institutes with a primary or partial but significant focus on topics related to social, emotional, and academic development. For example:**

- The Center for Emotional Intelligence (Mark Brackett)
- Ecological Approaches to Social and Emotional Learning (Stephanie Jones)
- Character Lab (Angela Duckworth)
- Turnaround for Children (Pam Cantor, David Osher, Juliette Berg, Lily Steyer, Todd Rose, etc.)
- Science of Learning and Development (Pam Cantor et al)
- Mind in the Making (Ellen Galinsky)
- Positive Psychology Center (Martin Seligman)
- University of Chicago Consortium on School Research (Camille Farrington)
- University of California Irvine Center for Afterschool & Summer Excellence (Deborah Vandell)
- Loyola University Chicago Dept. of Psychology (Joseph Durlak)
- University of Illinois at Urbana-Champaign, Family Resiliency Center / Youth Development Research Project (Reed Larson)
- The PEAR Institute (Gil Noam)

2 **These research efforts span a wide range of funding arrangements, hosting organizations, and affiliations**

- Several centers are university research centers specifically focused on social, emotional, and academic development, e.g., Center for Emotional Intelligence at Yale, Positive Psychology Center at the University of Pennsylvania, Ecological Approaches to Social and Emotional Learning at Harvard
- Other efforts are university-based, but within general education research centers, e.g. Camille Farrington's mindsets work within the University of Chicago's Consortium on School Research
- Others are research efforts associated with education non-profits, e.g. Character Lab, Turnaround for Children, or philanthropic organizations, e.g., Mind in the Making (Bezos Family Foundation)

Source: Edutopia, Social and Emotional Learning Research Review; Landscape Analysis stakeholder interviews, BCG Analysis

Research | Overview of current field capacity (II/III)

3 **Research efforts also have a range of objectives within the social, emotional, and academic development field, for example:**
- Defining social and emotional learning key competencies and creating frameworks aimed at practitioners
- Evaluating the efficacy of specific interventions, including how they affect academic, social, emotional, and behavioral outcomes, and validating evidence-based programs
- Studying the link between safe and supportive learning environments, positive school climate, and social and emotional skills with academic progress and success
- Conducting economic analyses on the ROI of investments in social, emotional, and academic development

4 **There is some level of coordination among research efforts, both among research groups, and between researchers and practitioners**
- The MeasuringSEL initiative, which is working to enhance the validity and reliability of SEL assessments, includes researchers from CASEL, RAND, Harvard, Transforming Education, xSEL Labs, and several other universities, among other participants
- NYC's Student Success Network brings together local researchers (from Philliber Research and the Research Alliance for NYC Schools) with leaders of over 50 youth development non-profits to continually measure SEL competencies and link those competencies to academic outcomes

5 **Similarly, the National Commission has facilitated cross-field collaboration by convening researchers alongside other education professionals, developing a set of recommendations that outline next steps for research in the field, including:**
- Principles to guide research for the next generation (e.g., research that has impact embodies both rigor and relevance)
- Research questions for the next generation (e.g., how do schools contribute to holistic student development?)
- A call for a paradigm shift in how research is done—including guidance on who constructs knowledge/how research is conducted, how questions are prioritized, and how knowledge is shared/how findings are disseminated

Source: Edutopia, Social and Emotional Learning Research Review; Landscape Analysis stakeholder interviews, BCG Analysis

Research | Overview of current field capacity (III/III)

6 **Despite these efforts, research is still relatively disjointed, with minimal connections among the K-12, youth development, and OST research communities. This presents an opportunity for investment and coordination of scientists across these fields. Such collaboration shows promise in making progress on key questions and implementation of a research-practice paradigm aligned with the National Commission's research recommendations**

- One method for coordination could be via funding streams, e.g., federal agencies that provide resources to researchers, whether it is basic or research in collaboration with practice, coordinating funding around a topical agenda
- In this example, a shared agenda on the science of human development in the context of education could be co-managed and co-resourced from the U.S. Department of Ed, the National Institutes of Health, the CDC, and the Department of Justice. Each has strands of funding that relate to this topic, which could be even more powerful if they were coordinated around a single agenda

Source: CASEL, Measuring SEL; Landscape Analysis stakeholder interviews, BCG Analysis

Research | Gap analysis

Is the current momentum of the field likely to fulfill the Commission's recommendations within a reasonable period of time?

MAYBE

If no/maybe, what is likely gap between the recommendations and the field's momentum? Why?

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)

What are key opportunities in this area to advance the field?

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

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Research | Selected field actors (I/II)

Center for Emotional Intelligence – Yale University (Mark Brackett)

- The Center for Emotional Intelligence, led by Mark Brackett, conducts research and designs educational approaches that support people of all ages in developing emotional intelligence and the skills to thrive and contribute to society
- Current initiatives/programs include:
  - **Emotion Revolution for Educators**: A joint initiative between the Yale Center for Emotional Intelligence and New Teacher Center to build awareness around the critical role of emotions in teaching, learning, and educator wellness and effectiveness
  - **RULER**: An evidence-based approach for integrating social and emotional learning into schools, which applies "hard science" to the teaching of what have historically been called "soft skills." RULER teaches the skills of emotional intelligence — those associated with **r**ecognizing, **u**nderstanding, **l**abeling, **e**xpressing, and **r**egulating emotion

Ecological Approaches to Social and Emotional Learning – Harvard University (Stephanie Jones)

- The Ecological Approaches to Social Emotional Learning (EASEL) Laboratory, led by Stephanie Jones, explores the effects of high-quality social-emotional interventions on the development and achievement of children, youth, teachers, parents, and communities
- Current initiatives/programs include:
  - **Taxonomy Project:** a platform that showcases the points of alignment and divergence across social and emotional learning frameworks in a way that enables the field to both identify common ground and to see what is distinct within any particular framework
  - **SEL Analysis Project:** looks inside 25 leading SEL programs to identify key features and attributes of SEL programming for elementary-age children and make general comparisons across varying approaches
  - **SECURe:** Curriculum that targets executive functioning and social, emotional, and cognitive regulation skills (with horizontal alignment across developmental domains), while developing benchmarks, teacher training, and school structures and routines that span the Pre-K to school divide (with vertical alignment across the Pre-K to school transition)

Turnaround for Children (Pam Cantor)

- Turnaround was founded in the wake of the 9/11 attacks, after a study co-authored by Pamela Cantor found more New York City school children traumatized by their experience of growing up in poverty than by what they had witnessed on that terrifying September day
- Turnaround for Children translates neuroscientific research into tools and strategies for schools serving students impacted by adversity, in order to accelerate healthy development and academic achievement

Note: Much of the descriptive information on pages like this one is pulled directly from organizations' websites. We have taken care to reflect the content as accurately as possible, but for readability (and given the informal style of this report), we have not always used quotation marks. In such cases, the organization name is included in the source line at the bottom of the page
Source: Yale Center for Emotional Intelligence, Harvard EASEL Lab, Turnaround for Children, Landscape Analysis stakeholder interviews, BCG Analysis

Research | Field actors (II/II)

Character Lab (Angela Duckworth)

- Character Lab is a nonprofit organization founded in 2013 by Angela Duckworth, author of Grit: The Power of Passion and Perseverance, Dave Levin, co-founder of the KIPP public charter schools, and Dominic Randolph, Head of Riverdale Country School
- Their focus is on researching and creating new ways to help all students develop character

Science of Learning and Development (SoLD)

- The central goal of the Science of Learning and Development Project is to elevate the science of learning and development as a key driver of system transformation in education policy and practice, advancing deep personalization of learning and the learning experience to support all students in achieving their full potential
- In order to spur the shifts needed to accomplish these goals, the project is establishing a coalition of field leaders in the science and education communities (policy and practice) that will stand behind a shared articulation of the science of learning and development and how it can and should influence practice and policy in service of all students – particularly those facing adversity

Mind in the Making – Bezos Foundation (Ellen Galinsky)

- Mind in the Making has identified seven life skills that depend on and promote executive function. They are focus and self control, perspective taking, communicating, making connections, critical thinking, taking on challenges, and self directed, engaged learning.
- Based on these essential life skills, MITM has produced a wide variety of resources (from videos to tip sheets and more) with the focus of turning the latest research on children's development, children's learning, and life skills into action

Positive Psychology Center – University of Pennsylvania (Martin Seligman)

- The Positive Psychology Center promotes research, training, education, and the dissemination of positive psychology, resilience and grit in children and adults through seminars, summits, books, and more

U Chicago Consortium on Chicago School Research (Camille Farrington)

- Among its many other efforts, developed the Foundations for Young Adult Success: A Developmental Framework, which offers wide-ranging evidence to show what young people need to develop from preschool to young adulthood to succeed in college and career, have healthy relationships, be engaged citizens, and make wise choices

Source: Character Lab, SoLD, Mind in the Making, Penn Positive Psychology Center, Univ. Chicago CCSR Landscape Analysis stakeholder interviews, BCG Analysis

Research | EASEL Lab and the Taxonomy Project

The challenge

Researchers, policy-makers, and practitioners have used many names to describe various parts of the non-cognitive domain. These are often rooted in different applications and disciplines, but the underlying constructs are similar

Implications

Without greater clarity, transparency, and precision there are potential risks

- Creating interventions and measuring impacts that target the wrong skills
- Wasting time, money, and effort on research that is imprecise and inconclusive
- …

The response

The EASEL lab is creating a taxonomy of skills and competencies and related tools that allow stakeholders to:

- Understand how skills and terms are defined
- Navigate between frameworks
- Communicate clearly & precisely

…as well as a set of practical online tools for the field to access this information

The Taxonomy Project will play an important role in enabling adoption and adaptation across the field by increasing the accessibility and clarity of information available to practitioners on different frameworks

Source: Landscape Analysis stakeholder interviews, BCG Analysis

iii. Technical assistance

Technical assistance | Overview of current field capacity (I/III)

1 **Overall, district-level technical assistance in U.S. PK-12 education is a diverse and extremely fragmented field**

- The diverse range of providers includes education-focused non-profit and for-profit organizations, universities, public sector agencies (e.g., SEAs and service centers), generalist consulting firms, and independent consultants
- While national TA organizations have emerged in some topic areas (e.g., TNTP in human capital, Education Resource Strategies in school finance, 2Revolutions in school design), even these organizations reach a relatively small proportion of districts at any given time
- The breadth and depth of a district's engagement with a TA provider varies significantly. Many districts use a number of TA providers at any given time, focused on a wide array of topics

2 **As in the broader field, technical assistance to districts for social, emotional, and academic development is provided by a wide range of organizations and includes a wide range of offerings. For example:**

- The National Center for Safe and Supportive Learning Environments (NCSSLE) provides customized TA to help stakeholders assess the conditions for learning, including implementing measures of school climate
- The National School Climate Center (NSCC) has over 20 years experience applying district-wide school climate improvement models, which include training and capacity-building for leaders and educators and implementation of an "SEL Roadmap"
- Communities in Schools connects disadvantaged students and their schools to community resources by conducting needs assessments, developing plans with school support teams, implementing school and individual-level supports, and continually monitoring progress (organization works in 2,300 schools in 25 states + DC, serving over 1.5M students last year)

Source: Education First, Social & Emotional Learning: Looking Back, Aiming Forward; Landscape Analysis stakeholder interviews, BCG analysis

Technical assistance | Overview of current field capacity (II/III)

- The American Institutes for Research (AIR) has an "SEL Solutions" offering in its Center for Great Teachers and Leaders; the organization has a Social and Emotional Learning School that supports knowledge building, developing communities of practice, and coaching educators. The organization is currently partnering with the Appalachia Regional Comprehensive Center, Midwest Comprehensive Center, Great Lakes Comprehensive Center, as well as several state departments of education, to support SEL implementation in 10 states
- The State of Delaware, supported by the Rodel Foundation, is working with districts to provide social emotional learning and school climate TA to low-performing schools
- In 2009, the C.S Mott Foundation formed the Afterschool Technical Assistance Collaborative (ATAC) to support the statewide afterschool networks. Collaborative Communications Group facilitates ATAC and has developed expertise in helping schools and districts communicate and partner around SEL

3 **In its Collaborating Districts Initiative (CDI), CASEL is helping participating districts develop their capacity to plan, implement, and monitor a systemic implementation of SEL at the classroom, school, district, and community levels**

- This systemic approach is grounded in a belief that a multi-level, multi-faceted approach is needed to create and sustain high-quality implementation of SEL
- CDI currently reaches 10 districts serving 1M students, or roughly 2% of the U.S. public school population. CASEL's overall district support portfolio reaches 20 districts serving 1.6M students. Per CASEL, demand for district support exceeds supply

4 **Successfully implementing the Commission's recommendations will require a significant, holistic change effort for most districts. Navigating this degree of change stretches many districts' organizational capacity. District technical assistance varies in its intent and ability to build organizational capacity**

- Not all TA has the intent of changing an organization's capacity; some offerings simply deliver an evaluation or report with minimal direct impact on organizational capacity
- A significant proportion of TA is intended to build capacity specific to implementing a particular program or tool (e.g., curriculum, climate survey)

Source: Education First, Social & Emotional Learning: Looking Back, Aiming Forward; Landscape Analysis stakeholder interviews, BCG analysis

Technical assistance | Overview of current field capacity (III/III)

- Even where a TA provider and a district mutually aspire for holistic change, successful implementation is challenging. In addition to the quality of the TA offering, there are a number of conditions outside of the TA provider's direct control that impact the probability of success. These include:
  - District's prioritization of social, emotional, and academic development (in context of many competing demands)
  - Effectiveness of district leadership in key roles
  - Community and stakeholder support to sustain the work through leadership changes
  - Resources available to sustain TA support at sufficient levels for a sufficient amount of time
- While growing efforts such as CASEL's CDI promise to support the sector's ongoing learning, many questions remain about the model for effective, sustainable TA at scale in US PK-12 education

5 **Other dynamics of the district TA market present additional challenges**

- It is challenging for a district to find the best resource to match its needs given the wide range of TA offerings and providers and a lack of central sources of information. This results in many districts finding TA through word of mouth
- While some major consulting firms focused on change management and large-scale change have practices serving the U.S. PK-12 sector (many due to their social missions), the resource constraints of the sector do not enable it to attract the same supply of change management expertise as other sectors of the economy

6 **The landscape of TA providers working with OST organizations and systems around SEL is diverse and decentralized. There are no data reflecting the full universe of TA currently provided; or the needs for TA from the point of view of programs and systems**

- 20 organizations responding to a brief survey conducted by the GTY OST Workgroup in spring 2018 provided the following insights: 86% are providing TA to local OST programs; 68% to OST intermediaries, 59% to schools, and 59% to national OST organizations (respondents chose multiple answers)
- The five areas the TA organizations cited most often as the focus of their work: staff development, measuring impact, connecting practitioners with research, integrating SEL practices into the program, and working with leadership

Source: Education First, Social & Emotional Learning: Looking Back, Aiming Forward; Landscape Analysis stakeholder interviews, BCG analysis

Technical assistance | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission's recommendations within a reasonable period of time?

NO

If no/maybe, what is likely gap between the recommendations and the field's momentum? Why?

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

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

What are key opportunities in this area to advance the field?

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

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 heath/ mental health system

Support OST programs and systems with resources to invest in high-quality professional development for staff and leadership

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Technical assistance | Reach of current approaches

Examples

Partnerships for Social and Emotional Learning Initiative

- Initiative will provide social and emotional learning programming and TA support to roughly 15,000 children in kindergarten through fifth grade through a phased approach involving up to seven pilot schools in each city
- Six communities funded: Boston, Dallas, Denver, Palm Beach County, Tacoma, and Tulsa
- Grants intended to strengthen social and emotional learning partnerships between schools and after-school programs; each recipient will receive $1M-$1.5M in the first year along with TA support from CASEL, Forum for Youth Investment, and the Weikart Center

Collaborating Districts Initiative

- CASEL helps participating districts develop their capacities to plan, implement, and monitor systemic social and emotional learning changes throughout the district and its schools
- Original districts in the research study include: Anchorage, Austin, Chicago, Cleveland, Nashville, Oakland, Sacramento, Washoe County. Additional districts added to the community of district partners include Atlanta, El Paso, the 6 districts mentioned above in the PSELI collaboration, Minneapolis, Baltimore, and most recently DC Public Schools. These districts collectively educate about 1.7 million students a year (roughly 3% of U.S. public school students)
- Demand for district participation in CDI exceeds supply of services available
- External evaluations have revealed positive student outcomes associated with CDI implementation

National Center for Pyramid Model Innovations

- National center funded by the Office of Special Education Programs to help states and programs implement social and emotional learning programs in early childhood and early intervention programs across the country
- State capacity-building has been used in over 25 states
- Helps early care providers implement the Pyramid Model through intensive, sustained TA, mentoring of leaders, and development of a knowledge hub for best practices

Center To Improve Social and Emotional Learning and School Safety

- New federally-supported center to be created in FY18 to provide technical assistance to support states and districts in the implementation of social and emotional learning evidence-based programs and practices. The Center will enhance the capacity of (1) State educational agencies (SEAs) to support their local educational agencies (LEAs) and (2) LEAs to support their schools

U.S. Department of Education – Office of Elementary and Secondary Education

Source: Landscape Analysis stakeholder interviews, BCG analysis

Taxonomy of school district TA provider landscape

Technical assistance

National and regional centers	State agencies and service centers	Higher education institutions	Generalist TA providers	Specialist firms (not product-related)	TA attached to a product	Independent consultants
• Providers often funded by the federal government (ED) who provide large-scale TA support to states, districts, and schools	• State government agencies and their related regional providers who support districts and schools with professional development, TA, etc.	• Colleges and universities that offer education-related implementation support	• Organizations, e.g., consulting and social science firms, with cross-sector capabilities in change management and implementation support	• Organizations that focus on particular aspects of the education ecosystem, e.g., human capital, resource allocation in schools, school design	• Non- and for-profit organizations that attach TA support to a curriculum, technology, other product, or methodology	• Small-scale providers, including individual people, who consult on implementation of education efforts

Source: Landscape Analysis stakeholder interviews, BCG analysis

Technical assistance | Field actors

National centers/state agencies/higher education

Large national and regional centers focused primarily on TA

ED provides significant support for TA through the Office of State Support (OSS)

- 7 national content centers, e.g., Building State Capacity and Productivity Center (BSCP), Center on School Turnaround
- 14 regional centers that provide more localized support, e.g., Central Comprehensive Center (C3)

Other national TA centers, many of which are supported by ED and have specific areas of expertise, include: National Center on Safe Supportive Learning Environments, TA Center on Positive Behavioral Interventions & Supports (PBIS), National Center for Pyramid Model Innovations

Examples/Major players:

CCS | UCLA CENTER FOR THE TRANSFORMATION OF SCHOOLS
National Center on Safe Supportive Learning Environments
Safe Supportive Learning Engagement | Safety | Environment
NSCC National School Climate Center
PBIS University of Oregon
National Center for Pyramid Model INNOVATIONS
THE CENTER ON SCHOOL TURNAROUND WestEd
Central Comprehensive Center at the University of Oklahoma
Communities In Schools

Specialist firms/TA attached to a product

TA providers focused on social and emotional learning

There are a handful of technical assistance providers that focus primarily on the implementation of social, emotional programming; many provide other services in addition to technical assistance

Examples/Major players:

transforming education
CASEL
Yale RULER
the forum FOR YOUTH INVESTMENT
DAVID P. WEIKART CENTER FOR YOUTH PROGRAM QUALITY

Generalist providers/independent consultants

Other TA-providing organizations

A number of professional service firms have expertise in providing change management and/or implementation support to other sectors, with some, e.g., The Boston Consulting Group and Parthenon-EY, having developed robust capabilities in the education sector

WestEd and AIR house several of the largest TA centers

Examples/Major players:

BCG
Deloitte.
AIR AMERICAN INSTITUTES FOR RESEARCH
EY
PARTHENON
accenture
BAIN & COMPANY
ICF
WestEd

Source: Landscape Analysis stakeholder interviews, BCG analysis

Technical assistance | OST field actors and gaps (I/II)

Several existing TA providers in the OST space

Examples:

Afterschool Alliance
ALGORHYTHM
Partnership for Children & Youth
AIR American Institutes for Research
American Youth Policy Forum
every hour counts expanding learning every student can thr
ExpandEDSchools by TASC
CT After School Network .org
Illinois Afterschool Network
Search Institute
National AfterSchool Association
nys New York State Network for Youth Success
Yale Center for Emotional Intelligence
Temescal Associates

TA services provided

- Measuring impact
- Staff development
- Connecting practitioners with researchers
- Working with leadership
- Integrating social and emotional learning practices into an existing program
- Integrating social and emotional learning practices into program quality improvement efforts
- Connecting OST providers with schools
- Curriculum development
- Staff training in culturally competent practices
- Implementing a discrete program to build social emotional learning skills

Based on findings from GTY Survey of Field SEL-Focused TA providers

Source: Grantmakers for Thriving Youth OST Workgroup, Survey of the Field SEL-Focused TA Providers Working in OST (May 2018)

Technical assistance | OST field actors and gaps (II/II)

Unmet needs related to implementing high-quality social and emotional learning in OST settings identified from GTY Survey:

- Identifying what high-quality social and emotional learning looks like in OST settings
- Focusing on **cultural competence** and implementing social and emotional learning with a race and equity lens, as well as trauma-informed practices
- Gaining **leadership buy-in**
- Making connections across silos and systems, including **partnering with schools**
- Elevating social and emotional learning among competing priorities
- Increasing money for **professional development**, including training frontline staff in developing social and emotional learning-focused practices
- Considering the capacity-building needs of TA organizations themselves
- Providing funding for **implementation testing**
- **Measuring impact**, with increased capacity for evaluation and assessment

Based on findings from GTY Survey of Field SEL-Focused TA providers

Source: Grantmakers for Thriving Youth OST Workgroup, Survey of the Field SEL-Focused TA Providers Working in OST (May 2018)

iv. Networks

Networks | Overview of current field capacity (I/III)

1 **Well-implemented networks, and place-based networks in particular, can have a significant impact on improving community outcomes through strong facilitation of peer learning and the ability to enhance sustainability and continuity within communities. Because of this, several thought leaders and other organizations have invested heavily in studying these impacts and sharing best practices for effective networks, though many exemplars are still in their early days**

- The Carnegie Foundation for the Advancement of Teaching describes networked improvement communities as distinctly valuable because they 1) are a source of innovation, 2) provide diverse contexts to test ideas, 3) provide the social connections that accelerate testing and diffusion, 4) provide a safe environment for engaging comparative analyses, and 5) permit identification of patterns that would otherwise look particular to each context
- The StriveTogether partnership of place-based networks across the nation encourages data collection and strong collaboration among traditional school systems, education-focused service organizations and other sectors, such as housing and health. These place-based networks allow for continuity and cohesion that can outlast individual leaders, limit churn of initiatives, and may thereby build the trust of practitioners weary from failed reforms
- Several, but not necessarily all, place-based networks that belong to the StriveTogether partnership have reported gains in reading achievement, high school graduation, % of students taking college placement exams, and % of students completing financial aid forms
- A prominent example, the CORE districts (8 California school districts, cited as the largest education network in the nation) built and maintain a comprehensive school improvement and accountability system that is nationally recognized. It provides educators a clear view of progress by including data on student-level academic growth, high school readiness, students' social-emotional skills and schools' culture and climate, along with traditional measures of test scores, graduation rates and absenteeism

Source: StriveTogether, CORE, Student Success Network, New Jersey Alliance for Social Emotional and Character Development, CASEL; Landscape Analysis stakeholder interviews, BCG Analysis

Networks | Overview of current field capacity (II/III)

2 **There are place-based networks with a focus on social, emotional, and academic development that show promise, but they are limited in scale and reach, e.g.,**

- Student Success Network (NYC)
  - Network of 50 youth development organizations serving >150,000 students that convenes practitioners focused on sharing, adapting, measuring, and scaling social and emotional learning best practices
  - Partners with Research Alliance for NYC Schools to collect and analyze data from partners on the growth in youth social and emotional learning competencies over time, and linkages to academic achievement
- New Jersey Alliance for Social Emotional and Character Development
  - Hosts annual conferences to highlight New Jersey schools of character, share pertinent research, facilitate the exchange of resources and ideas, and advocate for the importance of a collaborative and caring organizational climate, and a healthy school culture

3 **While there is no current initiative to engage with or connect place-based networks specifically around social, emotional, and academic development, StriveTogether coordinates across 70+ place-based education-focused networks, providing a potential entry point to access some of the strongest place-based networks**

- The StriveTogether Cradle to Career Network is a national, nonprofit network of nearly 70 partnerships working to improve educational outcomes. The network coordinates resources, data collection and analysis, and collaboration across place-based learning communities and networks focused on education
- Although not explicitly focused on social, emotional, and academic development nationally, the StriveTogether network includes some local networks that are already prioritizing social, emotional, and academic-related development, e.g., Step Forward (Shreveport, LA), Every Hand Joined (Red Wing, MN)

Source: StriveTogether, CORE, Student Success Network, New Jersey Alliance for Social Emotional and Character Development, CASEL; Landscape Analysis stakeholder interviews, BCG Analysis

Networks | Overview of current field capacity (III/III)

4 **There are also networks that span geography that focus on social, emotional, and academic development, such as CASEL's Collaborating Districts Initiative (CDI) and related district-support portfolio**

- Network of originally 8, now 20+, large districts in partnership with CASEL and AIR currently embedding social and emotional learning into work of districts in multiple ways, from making it central to their strategic planning to aligning and integrating social and emotional learning into all instruction
- CASEL works to develop districts' capacities to plan, implement, and monitor systemic changes, and also documents lessons learned that can inform future efforts to support systemic social and emotional learning implementation in districts across the country

5 **Strengthening and expanding upon successful models of place-based and cross-geography networks, coupled with more high-quality technical assistance for local communities and districts around implementation, represents a significant opportunity for catalyzing lasting momentum against the Commission's recommendations**

Source: StriveTogether, Step Forward, Every Hand Joined; Landscape Analysis stakeholder interviews, BCG analysis

Networks | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission's recommendations within a reasonable period of time?

NO

If no/maybe, what is likely gap between the recommendations and the field's momentum? Why?

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

What are key opportunities in this area to advance the field?

Facilitate wider adoption of social, emotional, and academic development by place-based networks and learning communities, via:

- 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

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Networks | Additional detail on effective networks

What is required for networks to be effective

Carnegie outlines four essential characteristics of networked improvement communities based on decades of research and practice:

- Focused on a well-specified, common aim
- Guided by a deep understanding of the problem, the system that produces it, and a shared working theory of how to improve it
- Disciplined by the rigor of improvement research
- Coordinated as networks to accelerate the development, testing, and refinement of interventions, their rapid diffusion out into the field, and their effective integration into varied contexts

The CORE districts (place-based network of 8 California school districts) have also shared key factors required to support change via networks:

- Effective systems analysis starts with creating an improvement team that is set up for success
- The systems analysis process enables district leaders to revise, refine, and expand their initial theories about the reasons behind their problem of practice
- Accessing and interpreting different types of data are critical to building a complete understanding of a problem of practice
- Teams getting started in continuous improvement benefit from expert facilitation and learn-by-doing activities

Potential impact of effective networks

If the systems and structures described to the left are in place, networks can have a measurable impact on community outcomes. For a few examples (among many more):

- The initial StrivePartnership network (in Cincinnati and Northern KY) has improved over 85% of key indicators of student success
- Albany Promise helped boost the percentage of high school seniors taking the PSAT or SAT from 52% to 82%
- The Commit! Partnership in Dallas supported a texting service that reminded seniors about college enrollment; students in the program were 13% more likely to enroll than peers not involved

Significant impact is not achieved consistently across all networks and partnerships nationwide, likely because it takes sufficient time, coordinated effort, expertise, and resources to meet the conditions outlined by Carnegie and CORE (and not all networks have these optimal conditions)

Source: Carnegie Foundation for the Advancement of Teaching, CORE, StriveTogether

Networks | Illustrative place based network – Marin Promise (CA)

Overview

Marin Promise is a collection of high-level representatives from stakeholder organizations in Marin County, CA who have come together and committed themselves, and their organizations, to the principles that drive the partnership and to its vision of education excellence for all of Marin's children by 2028

The network has 5 action teams, groups of community partners working toward specific, measured goals:

- College readiness
- College enrollment
- Third-grade reading
- Ninth-grade math
- Policy advocacy

Action team – college readiness

Goal: by 2028, 80% of high school graduates, from all race and socio-economic groups, will complete course requirements (A-G) for CA public universities

Strategies and action team focus areas:

- College plan
- Policy

Illustrative initiative:

- Three partner orgs have formed a separate partnership focused on clearing a path to college for middle schoolers

Partners:

Action team – college enrollment

Goal: by 2028, 80% of students, from all race and socio-economic groups, will enroll in college or a post-secondary program within 2 years of graduation

Strategies and action team focus areas:

- Financial aid
- Applications
- Summer melt

Illustrative impact:

- In 2016, 68% of the targeted population completed financial aid forms — a 17% increase from 2014

Partners:

Source: StriveTogether, Marin Promise

Networks | Impact and reach of major networks

Place-based networks

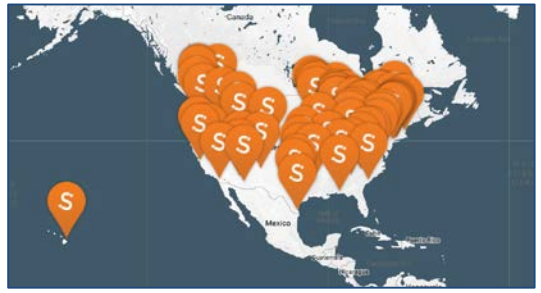
StriveTogether network of place-based networks

Reach

- Nearly 70 partnerships operating in 30 states and Washington, DC
- 10,200 organizations engaged
- 10.4M students nationwide in Strive networks

Impact

- Individual networks reporting sizable gains in outcomes, e.g., reading achievement, high school graduation, % of students taking college placement exams, % of students completing financial aid forms



Source: StriveTogether, CORE, CASEL

CORE Districts

Reach

- 8 large school districts in California: Fresno, Garden Grove, Long beach, Los Angeles, Oakland, Sacramento, San Francisco, and Santa Ana

Impact

- Built and maintains a comprehensive school improvement and accountability system (the most notable and widely reaching of its kind) that includes social and emotional skill measurement - based on ongoing research that ties student self-reports to academic and behavioral outcomes

Networks across geographies

Collaborating Districts Initiative, CASEL

Reach

- 8 large school districts as part of original study: Anchorage, Austin, Chicago, Cleveland, Nashville, Oakland, Sacramento, and Washoe County; network expanded to include 11 more: Atlanta, El Paso, Boston, Dallas, Denver, Palm Beach, Tulsa, Tacoma, Baltimore, Minneapolis, Washington DC

Impact

- The three districts that use the National Assessment of Educational Progress (NAEP) (Austin, Chicago, and Cleveland) all improved their reading and math scores during CDI implementation years
- Suspensions declined in all five of the districts that collected this data
- Districts also reported that students' social and emotional competence improved, based on student and teacher surveys

Additional detail on impact on following pages

Networks | Impact of CASEL's Collaborating Districts Initiative (CDI) (I/II)

Academic achievement

- The three districts that use the National Assessment of Educational Progress (NAEP) (Austin, Chicago, and Cleveland) all improved their reading and math scores during the CDI implementation years
- In Anchorage, Austin, Chicago, Cleveland, Oakland, and Nashville, GPAs were higher at the end of the 2015 school year than before the CDI started. The improvements were particularly noticeable in Chicago, going from an average of 2.19 in the three years before the CDI to 2.65 in 2015, an increase of nearly 21%
- Nashville, the only district that used the same standardized tests across CDI years, showed improvements in both ELA and math achievement
- All districts with relevant data showed gains in ELA and math in at least one grade band (elementary, middle, high)
- Chicago's graduation rate increased 15% during the CDI years

Student engagement and behavior

- Attendance improved in four of six districts that collected this data
- Chicago improved overall attendance by eight percentage points from before the CDI started through 2015
- Anchorage (elementary, middle) and Nashville (middle, high) showed gains at two of three levels
- Suspensions declined in all five of the districts that collected this data. For example, suspensions in Chicago declined 65 percent in two years. This translates to 44,000 fewer students being suspended from school in one recent year alone
- In Sacramento suspension rates declined in the five years of systemic SEL implementation: 24% districtwide and 43% in high schools.

Source: Key Insights from the Collaborating Districts Initiative (CASEL 2017)

Networks | Impact of CASEL's Collaborating Districts Initiative (CDI) (II/II)

Student social and emotional competence

- Districts reported that students' social and emotional competence improved, based on student and teacher surveys
- In both Chicago and Nashville, elementary school students improved in all five social and emotional competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
- In Austin, where only middle and high school data was collected, students at both levels also significantly improved in all five competencies
- Middle and high school students in Cleveland also experienced growth, particularly in the areas of self-awareness and self-management
- Sacramento (elementary only) and Anchorage (elementary, middle, and high school) collected an average measure of students' overall social and emotional competence. For Sacramento, elementary students experienced significant gains in overall competence since the start of the CDI
- Anchorage students experienced significant growth in overall competence before the start of the CDI and maintained the same positive trajectory during the CDI years

School climate

- Climate, as measured by district surveys in Chicago and Cleveland, improved during the CDI years
- In Anchorage climate began an upward trajectory before the CDI and sustained that same significant and positive growth during the CDI years
- In the only district in which elementary school climate data was available for analysis (Chicago), students reported significant improvements on the "supportive environment" scale compared to the start of the CDI in 2010-2011

Source: Key Insights from the Collaborating Districts Initiative (CASEL 2017)

Networks | Field actors

Place-based, focused on social, emotional, and academic development

Place-based networks that focus on social, emotional, and academic development-related work

Examples/Major players:

Cross-geography, focused on social, emotional, and academic development

Cross-geography networks that focus on social, emotional, and academic development-related work

Examples/Major players:

Place-based, general focus

Local or regional networks of organizations and/or school systems not primarily focused on social, emotional, and academic development (some include it as a focus, others not)

Examples/Major players:

Influencers of networks

Organizations that support, influence, and/or coordinate across place-based networks

Examples/Major players:

Source: Landscape Analysis stakeholder interviews, BCG analysis

v. Pre-service training

Pre-service training | Overview of current field capacity (I/IV)

1. **The focus on and implementation of social, emotional, and academic development-related practices has fundamentally raised the bar for what educators are expected to do to support the learning and development of students, with significant implications for educator training that builds requisite expertise**
   - For example, adult social and emotional skills, cultural competence, awareness and understanding of unconscious bias
   - The relevance of effective training is accentuated by diverse student body (e.g., racial, class, gender, culture) being taught by teaching force that is majority white female

2. **There are several teacher preparation programs that are emphasizing and effectively integrating social and emotional competencies into their programs**
   - **Several examples identified by CASEL in a 2017 report, "To Reach the Students, Teach the Teachers"**
     - San Jose University Collaborative for Reaching and Teaching the Whole Child (CRTWC) infuses social and emotional learning into its fifth year K-8 teacher certification program including incorporating social and emotional learning into courses, content and field work
     - University of Pittsburgh offers a yearlong course "Attentional Teaching Practices" to improve pre-service teachers' psychological competence, mainly through mindfulness and self-regulation techniques
     - Note: this report was a scan to examine the degree to which social and emotional learning is incorporated into state-level teacher certification requirements and teacher preparation programs in colleges of education in the U.S.; detailed findings are included later in this section
   - **Several examples documented in a study by the Learning Policy Institute on Teacher Preparation for Deeper Learning**
     - Examples cited include Alverno College, Bank Street College, High Tech High, Montclair State University, San Francisco Teacher Residency/Stanford Teacher Education Program, Trinity University, University of Colorado at Denver

Source: To Reach the Students, Teach the Teachers—A National Scan of Teacher Preparation and Social & Emotional Learning, CASEL; Education First, SEL Looking Back, Aiming Forward; Leveraging SEL to Promote Equity: What Educators Need to Know, CASEL; Landscape Analysis stakeholder interviews, BCG analysis

Pre-service training | Overview of current field capacity (II/IV)

3 **In addition to teacher preparation programs, school and district leadership prep programs are equally (if not more) critical to the success of integrating social, emotional, and academic development into schools, due to the fact that principals and district leaders are key decision makers and represent a high-leverage opportunity to influence schoolwide and classroom practice**

- Overall, an explicit focus on social, emotional and academic development is not a core tenet of most leadership preparation programs
- There are some leadership preparation programs that intentionally incorporate social, emotional, and academic development (e.g., University of Illinois at Chicago, University of Arkansas, National Institute for School Leadership); these programs are primarily geared towards principals
- High-quality leader preparation (although not explicitly focused on social and emotional learning) has been a focus for several influential foundations in recent years (e.g., Wallace Foundation, Stuart Foundation)
- The Kern Family Foundation recently awarded Arizona State University $12.4M to integrate character into teacher and school leader preparation programs and $3M to the University of Missouri to “develop more K-12 school leaders focused on character education and servant leadership”

4 **Several individual place-based partnerships have emerged as potential models for integrating social, emotional, and academic development into educator and leadership pre-service programs. For example:**

- The Collaborative for Developmentally Centered Education is a partnership among New Haven Public Schools, Southern Connecticut State University and Yale’s Child Study Center to incorporate child and adolescent development knowledge into educator preparation and ongoing professional development
- SEL 4 MA is a group of educators and policymakers working collaboratively to embed social and emotional learning into pre-service teacher education in Massachusetts

Source: To Reach the Students, Teach the Teachers—A National Scan of Teacher Preparation and Social & Emotional Learning, CASEL; Education First, SEL Looking Back, Aiming Forward; Leveraging SEL to Promote Equity: What Educators Need to Know, CASEL; Landscape Analysis stakeholder interviews, BCG analysis

Pre-service training | Overview of current field capacity (III/IV)

5 **Assessments for front-line educator and leader certification are powerful levers to influence preparation program content and licensure standards, and changes are being made to better align assessments with the principles of social, emotional, and academic development and the science of learning and development**

- edTPA is a comprehensive, performance-based assessment developed through a partnership between Stanford University and the American Association of Colleges for Teacher Education (AACTE) that requires candidates to actually demonstrate the knowledge and skills required to help students learn through lesson plans, videos, etc. Currently ~40 states and the District of Columbia are using edTPA at some level (18 are using it for licensure or accreditation)
  - NOTE: edTPA already embeds many social, emotional, and academic-aligned competencies for teaching. However, stakeholders report that a 2.0 version is about to be created and this is an opportunity for philanthropy to invest in ensuring that the revision fully incorporates social, emotional, and academic-aligned perspectives and practices
- Major assessment provider ETS (Educational Testing Service) has developed the National Observational Teaching Exam (NOTE), which focuses on demonstration of critical teacher skills as well as the Performance Assessment for School Leaders (PASL), which focuses on demonstration of critical administrative skills including creating a collaborative culture

6 **The above progress notwithstanding, there is no currently identified field-level movement to lead this work across accredited schools of education and/or the state agencies that accredit these programs**

- The Learning Policy Institute has a project in progress to study teacher preparation programs that embody deeper learning practice in order to highlight bright spots and effectiveness for policymakers. However, this effort is nascent and currently at small scale, while there are over 1,000 educator preparation programs across the country, and state-specific licensure regimes
- It is not clear if there is any similar effort or movement for school leader programs

Note: Holmes Group of Deans was a group of 97 education school deans who agreed to reform their teacher training programs
Source: To Reach the Students, Teach the Teachers—A National Scan of Teacher Preparation and Social & Emotional Learning, CASEL; Education First, SEL Looking Back, Aiming Forward; Leveraging SEL to Promote Equity: What Educators Need to Know, CASEL; Landscape Analysis stakeholder interviews, BCG analysis

Pre-service training | Overview of current field capacity (IV/IV)

7 **There are organizations that aren't yet involved in the integration of social, emotional, and academic development into preservice that could potentially be mobilized**

- For example: American Association of Colleges for Teacher Education, American Association of State Colleges and Universities (AASCU), National Network for Educational Renewal, the new EPIC network, National Center for Teacher Residencies, Deans for Impact, large-scale alternative certification providers with residency models such as New Leaders, Relay GSE

8 **Several stakeholders anecdotally observe that this is among the most difficult sub-sectors in which to make progress, and many past efforts have made little impact**

- Some historical exceptions where organized groups have been impactful in moving the sub-sector (e.g., Holmes Group of Deans in the 1980s-90s)
- A key problem has been the loss of funding at the federal and state levels for investments in transforming teacher education. Title II of ESSA, in particular the Teacher Quality Partnership grants, represents an opportunity to support an increase in such funds, which may occur after November 2018

Note: Holmes Group of Deans was a group of 97 education school deans who agreed to reform their teacher training programs
Source: To Reach the Students, Teach the Teachers—A National Scan of Teacher Preparation and Social & Emotional Learning, CASEL; Education First, SEL Looking Back, Aiming Forward; Leveraging SEL to Promote Equity: What Educators Need to Know, CASEL; Landscape Analysis stakeholder interviews, BCG analysis

Pre-service training | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission's recommendations within a reasonable period of time?

NO

If no/maybe, what is likely gap between the recommendations and the field's momentum? Why?

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 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

What are key opportunities in this area to advance the field?

Support organized policy effort to impact licensure requirements within each state for both front-line educators and leaders

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

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Pre-service training | 2017 CASEL report, "To Reach the Students, Teach the Teachers"

Key findings

1. All 50 U.S. states and the District of Columbia address some area of "Teachers' SEL" in their certification requirements
2. More than half of all states have state-level teacher certification requirements that have a comprehensive focus on the promotion of Students' SEL
3. Almost every state requires that pre-service teachers obtain knowledge regarding dimensions of the Learning Context for teacher certification
4. The promotion of pre-service Teachers' SEL is addressed in many colleges of education in the US
5. The promotion of Students' SEL is given little attention in required courses in teacher preparation programs in colleges of education in the U.S.
6. Many pre-service teacher education programs emphasize that teacher candidates should obtain knowledge with regard to dimensions of the Learning Context
7. SEL content can be found in a variety of required courses in pre-service teacher education programs in the U.S.
8. Courses on child and adolescent development can be found in the majority of colleges of education in almost all U.S. states
9. Correspondence exists between state-level certification requirements and required coursework for Teachers' SEL, but not for Students' SEL and the Learning Context

Recommendations

- Advance SEL in Pre-Service Teacher Education through Policy
- Advance the Science and Practice of SEL in Teacher Education through Research
- Convene Thought Leaders
- Identify Successes and Learn from Them

Source: To Reach the Students, Teach the Teachers – A National Scan of Teacher Preparation and Social & Emotional Learning, BCG Analysis

Pre-service training | Field actors (direct providers)

Traditional

University programs and schools of education, oriented toward:
- Teachers
- School leaders
- District leaders

Current state/Major players
- 1,455 colleges of education in US (991 with >100 candidates)
- Level of focus on social, emotional, and academic development varies (as described further on previous pages)

TEACHERS COLLEGE COLUMBIA UNIVERSITY

UCLA

...and other colleges and universities

Alternative

Third-party licensed preparation providers, oriented toward:
- Teachers
- School leaders
- District leaders

Current state/Major players
- States have a variety of alternative educator preparation programs. The NCTQ 2018 Teacher Prep Review included a subset of teacher-focused programs, 129 across the U.S.
- Level of focus on social, emotional, and academic development varies

TEACH FOR AMERICA

RELAY/GSE

URBAN TEACHERS

New Leaders

TNTP reimagine teaching

Source: To Reach the Students, Teach the Teachers—A National Scan of Teacher Preparation and Social & Emotional Learning, CASEL. A report prepared for the Collaborative for Academic, Social, and Emotional Learning (CASEL) (2017), Landscape Analysis interviews, NCTQ website, BCG analysis

Pre-service training | Field actors (influencers, I/II)

Licensure

Organizations with the authority to license educators

- Individual state education agencies set standards for teacher and leader certification, and have the power to issue licenses to individuals who complete the requirements

Examples/Major players:

Texas Education Agency

…and other state agencies

Accreditation

Organizations that oversee accreditation of educator preparation programs

Examples/Major players:

CAEP NCATE The Standard of Excellence in Teacher Preparation

CHEA Council for Higher Education Accreditation CHEA International Quality Group CIQG

Assessment

Organizations that develop and/or disseminate tests or related products related to educator prep

Examples/Major players:

edTPA

National Board for Professional Teaching Standards

ETS PRAXIS

PEARSON

Ratings & Rankings

Organizations that evaluate or rank education preparation programs

Examples/Major players:

National Council on Teacher Quality

BEST U.S.News RANKINGS

1. Additional detail on the following page

Source: To Reach the Students, Teach the Teachers—A National Scan of Teacher Preparation and Social & Emotional Learning, CASEL. A report prepared for the Collaborative for Academic, Social, and Emotional Learning (CASEL) (2017), Landscape Analysis interviews, BCG analysis

Pre-service training | Field actors (influencers, II/II)

Networks

Groups that convene with a focus on educator preparation programs. For example:

- AACTE represents more than 800 postsecondary institutions with educator preparation programs
- NASDTEC represents all professional standards boards and commissions and state departments of education
- ATE is an association of colleges, school systems, and state ed agencies
- Deans for Impact is a network of leaders of educator prep programs
- SEL4MA is a group working to embed social and emotional learning into pre-service teacher education
- NNER is a long-standing network of university-school partnerships that is founded on principles of education strongly related to the SEAD principles
- EPIC is a newly formed network of preparation programs (both traditional and alternative) that prepare teachers and leaders for "deeper learning"
  - Part of a center to improve educator preparation that integrates the science of learning and development, launched by the Learning Policy Institute (LPI)
  - The network is coordinated by Bank Street College, a leading exemplar of social, emotional and academic-aligned practices, and includes the teacher and leader education programs studied by LPI (including U. Illinois at Chicago Circle, the National Institute for School Leadership, UC Berkeley, CSU Long Beach and the Long Beach district)

Examples/Major players:

Source: To Reach the Students, Teach the Teachers—A National Scan of Teacher Preparation and Social & Emotional Learning, CASEL. A report prepared for the Collaborative for Academic, Social, and Emotional Learning (CASEL) (2017), Landscape Analysis interviews, BCG analysis

vi. In-service training

In-service training | Overview of current field capacity (I/III)

1 **Many important contextual conditions frame in-service training for teachers and leadership**

- Vast majority of in-service training is delivered by district and school staff ($5 of every $6 spent on teacher PD is internal)
- The average teacher spends 89 hrs/year participating in professional learning
- Educator satisfaction with PD opportunities is mixed and many teachers see most PD as compliance-oriented and disconnected from teaching
- Time for and time spent on professional development can be heavily driven by policy requirements; stakeholders report that schools and districts have a difficult time prioritizing social, emotional, and academic development-focused training within their current requirements (particularly for paraprofessionals, school leaders, and administrators)
- The market of external and third-party PD providers is extremely fragmented with many independent consultants and small organizations. There is a lack of quality measures of vendors and what they can do effectively, making it difficult for districts to make informed investment decisions

2 **Across offerings for teachers and leaders, effective professional development requires the existence of several key characteristics**

- According to a study by the Learning Policy Institute, characteristics of effective PD are: is content-focused, incorporates active learning utilizing adult learning theory, supports collaboration (typically in job-embedded contexts), uses models and modeling of effective practice, provides coaching and expert support, offers opportunities for feedback and reflection, and is of sustained duration
- In addition, district in-service training is best when it is integrated with local initiatives, programs, and practice expectations. For example, if a school has a climate survey, there is training around the climate survey; PD focuses on practices that are important to the school

Source: Effective Teacher Professional Development (LPI), Teachers Know Best: Teachers' Views on Professional Development (Gates Foundation & BCG), Principal Professional Development (AIR); The Pre-K-8 School Leader in 2018, A 10-Year Study, National Association of Elementary School Principals, Landscape Analysis stakeholder interviews, BCG analysis

In-service training | Overview of current field capacity (II/III)

- Ideally, in-service training is a combination of district-initiated approaches and third-party offerings, bolstered by coaches who support the integration of district and external training opportunities into practice. Districts known for high-quality professional development tend to bring most of it in house, leveraging third party providers intentionally for discrete pieces

3 **The importance of more and improved leadership development training was consistently highlighted by stakeholders as an area of opportunity, both in building knowledge and skills related to social, emotional, and academic development and in developing skills in change management (i.e., ability to effectively implement changes to school operations, curriculum, etc.)**

- Principals tend to participate in PD designed for teachers rather than for their specific needs, and when they do participate in principal-focused PD, it is largely centered on the "what" of change, such as district teacher evaluation policies, and not on the "how" of leading change
- While there are organizations focused on in-service PD for leaders (some focused on social, emotional, and academic learning and others not), many stakeholders share a general belief that there is huge value in expanding these types of programs
- Addressing students with emotional challenges was the top ranked 2018 concern for principals in NAESP's 10-year study

4 **There are many adults who play critical roles in schools beyond teachers and administrators, including social workers, counselors, librarians, bus drivers, and cafeteria staff, yet many schools and school systems do not prioritize their ongoing development and training to support students' social, emotional, and academic development**

Source: Effective Teacher Professional Development (LPI), Teachers Know Best: Teachers' Views on Professional Development (Gates & BCG), Principal Professional Development (AIR); The Pre-K-8 School Leader in 2018, A 10-Year Study, National Association of Elementary School Principals, Landscape Analysis stakeholder interviews, BCG analysis

In-service training | Overview of current field capacity (III/III)

5 **Third-party providers supporting social, emotional, and academic development do play an important role in supporting district and school behavioral change. Some of these providers focus on general training and coaching for teachers and leaders, while many provide implementation support for corresponding programs and curricula. For example:**

- **Responsive Classroom (>100,000 website visits monthly)**
  - Evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness
  - Described by CASEL as one of the most "well-designed evidence-based social and emotional learning programs"
- **Care for Teachers** (hosts annual conferences and training sessions for teachers and administrators)
  - Educator PD on mindfulness and awareness, with intersession coaching via phone and internet to support teachers' practice and application of new skills
  - Research has found that CARE significantly improves well-being and reduces stress among teachers who participated compared to those in a control group
- **Positive Behavior Interventions and Support (PBIS)**
  - Supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support including many training and professional development resources

6 **There are several in-service training providers with quite broad reach who are not primarily focused on social, emotional, and academic development, though components may be addressed in their training programs. These providers represent a potential opportunity for deeper partnerships in the future. Examples include:**

- Cohort-based training program providers (e.g., New Leaders, TNTP)
- Workshop and training facilitators (e.g., ASCD, AFT)

Source: Effective Teacher Professional Development (LPI), Teachers Know Best: Teachers' Views on Professional Development (Gates & BCG), Principal Professional Development (AIR); The Pre-K-8 School Leader in 2018, A 10-Year Study, National Association of Elementary School Principals, Landscape Analysis stakeholder interviews, BCG analysis

In-service training | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission's recommendations within a reasonable period of time?

NO

If no/maybe, what is likely gap between the recommendations and the field's momentum? Why?

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

What are key opportunities in this area to advance the field?

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

Source: Landscape Analysis stakeholder interviews, BCG Analysis

In-service training | Field actors focused on social, emotional, and academic development

Teacher and/or admin-focused training

PD service (e.g., coaching, conference, workshop) delivered directly or through districts to teachers and/or leaders. A few of the many, many examples:

- **Care for Teachers**
  - Hosts annual conference and training sessions for teachers & admin
  - Educator PD and intersession coaching on mindfulness and awareness
- **Boys Town Training**
  - Professional development focused on positive behavior support intervention
- **Momentous Institute (Dallas)**
  - Year-round slate of professional development workshops for educators and mental health professionals focused on social and emotional health
  - Annual Changing the Odds conference

Examples/Major players:

NEW TEACHER CENTER | 20 YEARS

CARE FOR TEACHERS

BOYS TOWN

momentous institute
Powered by Salesmanship Club since 1920

Source: Landscape Analysis stakeholder interviews, BCG analysis

PD attached to curriculum or other product

PD service attached to a student-facing curriculum, pedagogy, or other product or approach. For example:

- **Responsive Classroom** (>100,000 website visits monthly)
  - Evidence-based approach to teaching that focuses on engaging academics, positive community, effective management, and developmental awareness
  - Described by CASEL as one of the most ""well-designed evidence-based social and emotional learning programs"
- **Positive Behavior Interventions and Support (PBIS)**
  - Multi-tiered approach to social, emotional and behavior support; a number of providers provide associated training and PD resources
- **FuelEd Schools** (relatively small in scale)
  - School-based teacher and admin PD on the art and science of effective listening; leadership training to develop interpersonal skills, emotional wellbeing, and self-awareness; and community workshops where educators and community members come together

Examples/Major players:

Character LAB
Yale RULER
Responsive Classroom
FuelEd
PBIS POSITIVE BEHAVIOR INTERVENTION AND SUPPORT
Education Curriculum
HARVARD GRADUATE SCHOOL OF EDUCATION
EASEL lab
FACING HISTORY AND OURSELVES
NSCC National School Climate Center

...and more in curriculum section

In-service training | Field actors not specific to social, emotional, and academic development

Platforms

Technology product that enables sharing content, coaching, collaboration, and/or linked PD-evaluation system
Examples/Major players:

Individual-focused conferences, workshops

Standalone PD content delivered via conferences, workshops, or other trainings

Examples/Major players:

Residencies and cohort-based training

Training delivered directly or through districts/schools to cohorts of teachers and/or leaders

Examples/Major players:

PD attached to curriculum or product

PD service attached to a student-facing curriculum, pedagogy, or other product or approach

Examples/Major players:

Source: Landscape Analysis stakeholder interviews, BCG analysis

Pre-service and in-service training | A note on the out of school time space

There is a lack of field-level data about pre- and in-service training for staff working in out-of-school time programs (and the distinction between pre-service and in-service in OST is not as clear-cut as in schools). Training and development remain critical needs in OST as the sector contends with a lack of resources for either pre- or in-service training and high staff turnover, particularly among individuals who work directly with youth

Our timeline did not allow for a full exploration of the dynamics impacting OST training and development; we recommend a deeper exploration of this in future landscape analyses. However, as part of our analysis, a number of training providers for OST were surfaced. These included:

- National Youth Development organizations and networks (e.g., YMCA, Boys and Girls Clubs, 4H)
- City and state-level intermediaries (e.g., ExpandED Schools (NYC), Sprockets (St.Paul, MN), Providence After School Alliance, Boston After School & Beyond, Connecticut Afterschool Network, CalSAC)
- Programs and centers hosted by higher education institutions (e.g., Youth-Nex, The UVA Center to Promote Effective Youth Development)
- OST curriculum providers (e.g., Afterschool KidzLit, KidzScience, KidzMath; Engineering Adventures (Museum of Science, Boston))

A range of specific programs were surfaced. For example:

- Frontiers in Urban Science Education initiative, which features informal and formal educator teams collaborating and with a focus on STEM and social and emotional learning (being implemented in Nashville, Boston, NYC, Chicago)
- ExpandED Schools: Using a blended model of professional development, mentoring, teambuilding and reflection, the Pathways Fellowship is designed to bring in, support, train and guide passionate men of color (Fellows) who are looking for pathways into teaching or youth development careers
- BELL (Building Educated Leaders for Life): currently coming out with a document focused on how teachers who work in their summer programs are impacted in their school-year work (i.e., better prepared to teach and focus on social and emotional learning)

Finally, an additional set of organizations were identified that are both influencers and training providers in the OST space, including the Forum for Youth Investment; National Afterschool Association; state departments of education, early childhood, child care/human services, and public health; National Institute for Out-of-School Time; and National Summer Learning Association

Examples/Major players:

vii & xii. Public resources and policy

Public resources and policy | Overview of current field capacity (I/III)

1 **A greater focus on social, emotional, and academic development by states, including increasing adoption of SEL competencies, has been supported by an increasingly conducive policy environment enabled by ESSA**

- Based on CASEL's 2018 State Scorecard Scan, all 50 states have pre-school competencies for SEL and 8 states have established K-12 competencies (a 700% increase since 2011), with additional states' in development
- ESSA has increased the flexibility that SEAs and LEAs have to allocate resources and prioritize school time. ESSA legislation provides three potential funding streams that can be used to invest in support or implementation related to social, emotional, and academic development: Title I, Title II, and Title IV. ESSA also includes flexibility that enables districts to support OST programs
- Under ESSA, states can have significant influence on how both funds and time are used locally, through school improvement measures and defined state priorities. Additionally, states have, under ESSA and other care and education-related funding streams (e.g., 21st Century Community Learning Centers, Child Care and Development Block Grant), influence on the quality of enabling systems, including training requirements that providers must adhere to
- Several states have adopted policies that are directing resources to social, emotional, and academic-related programs or services, e.g., Delaware's development of a resource hub to support low performing schools with TA and evidence-based practices that address social and emotional skills.[2] Many states have state-level programs supporting OST as well
- The federal government's recent launch of a National Center on Safe and Supporting Learning Environments, which focuses on the US Department of Ed's school climate surveys, is further evidence of this warming environment to social, emotional, and academic development
- Despite progress, gaps persist in resource allocation across communities with many instances of fewer resources going to students of color and students from low-income families, including less funding, fewer enrichment activities, less rigorous coursework and lower-quality materials and other physical resources.[3] Additionally, budget cuts in recent years have led to a decline in support staff for students; for example, in the Baltimore City school system the number of counselor positions has declined by 30% over the last three years

1. Emerging Insights from States' Efforts to Strengthen Social and Emotional Learning, CASEL
2. How State Planning for ESSA Can Promote Student Academic, Social, and Emotional Learning: An Examination of Five Key Strategies, CASEL
3. Pursuing Social and Emotional Development Through a Racial Equity Lens: A Call to Action, Aspen Institute, Education and Society Program

Source: Landscape Analysis stakeholder interviews, BCG analysis

Public resources and policy | Overview of current field capacity (II/III)

2 **Building on this momentum, the National Commission on Social, Emotional, and Academic Development is working to release a set of policy recommendations as part of its Report from the Nation, and has convened several leading experts for the development of this plan**

- Broadly the policy recommendations call for more and greater flexibility in the use of federal and state resources and reduced fragmentation across the existing grant programs that support schools and out of school providers today; additionally there are non-resource related policy recommendations related to Setting A Clear Vision, Fostering Learning Environments and Building Adult Capacity through federal and state policy (see recommendations for more information)

3 **Beyond the immediate work of the Commission, there are several policy-focused education organizations (many of which are represented on the Commission) that conduct policy research, convene, mobilize, and/or directly advocate in support of a legislative agenda related to social, emotional, and academic development. For example:**

- **CASEL** works at both the federal and state level to create supportive conditions for SEL. The Collaborating States Initiative (CSI) supports ~25 states to develop customized SEL plans and lead effective implementation. The State Scan Scorecard project provides analysis and insight into state-level policy related to SEL
- The **Learning Policy Institute (LPI)** conducts and translates research across several domains related to social, emotional, and academic development to support improvements in policy and practice
- The **RAND Corporation** performs research and analysis related to social and emotional learning and recently published a report on the resources and interventions available through ESSA in its 2017 Evidence Review, Social and Emotional Learning Interventions Under the Every Student Succeeds Act

1. Emerging Insights from States' Efforts to Strengthen Social and Emotional Learning, CASEL
2. How State Planning for ESSA Can Promote Student Academic, Social, and Emotional Learning: An Examination of Five Key Strategies, CASEL
3. Pursuing Social and Emotional Development Through a Racial Equity Lens: A Call to Action, Aspen Institute, Education and Society Program

Source: Landscape Analysis stakeholder interviews, BCG analysis

Public resources and policy | Overview of current field capacity (III/III)

- The National Association of State Directors of Special Education **(NASDSE)** and Council of Chief State School Officers **(CCSSO)** also do work to advance a policy agenda related to social, emotional, and academic development, e.g. CCSSO chiefs leading steering committee on improving school safety by enhancing emotional well-being of youth
- The **Afterschool Alliance** mobilizes stakeholders to engage in federal policy advocacy to support access to high quality afterschool programs, sponsoring the national Lights On for Afterschool action each year. The Alliance creates and shares SEL-related tools, research, and resources. The 50 **statewide afterschool networks**, supported by the C.S. Mott Foundation, conduct state-level advocacy, build public awareness, and provide support to afterschool stakeholders in their respective states
- The **American Youth Policy Forum** engages policymakers around education, youth, and workforce policies to improve the lives and outcomes of traditionally underserved youth and makes important linkages among systems and sectors such as workforce, education, juvenile justice and child welfare; AYPF focuses on SEL as a key topic area

4 **Policy-focused TA providers play important roles in building capacity and advancing the work within states and local communities, but face capacity and other constraints similar to the broader TA landscape**

- The capacity of state departments of education to support policy implementation varies, but is an overall challenge
- In addition to CASEL, mentioned above, a range of membership organizations, non-profits, and policy consulting firms offer policy-focused technical assistance to states. Examples include Ed Counsel, Transforming Education, the National Governors Association
- These organizations provide a range of resources and support structures to states but overall support capacity is limited, with demand exceeding quality supply (e.g., CASEL received ~40 applications for an initial 5 spots in CSI)

5 **Lastly, there are several adjacent movements (including but not limited to dignity in schools, opportunity youth, college access and success, early childhood access/quality, child mental health, trauma-informed care/education) with significant policy and advocacy capabilities as well as alignment with the desired outcomes of the Commission that could be strong partners in this effort**

1. Emerging Insights from States' Efforts to Strengthen Social and Emotional Learning, CASEL
2. How State Planning for ESSA Can Promote Student Academic, Social, and Emotional Learning: An Examination of Five Key Strategies, CASEL
3. Pursuing Social and Emotional Development Through a Racial Equity Lens: A Call to Action, Aspen Institute, Education and Society Program

Source: Landscape Analysis stakeholder interviews, BCG analysis

Public resources and policy | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission's recommendations within a reasonable period of time?

MAYBE

If no/maybe, what is likely gap between the recommendations and the field's momentum? Why?

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)

What are key opportunities in this area to advance the field?

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)

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Policy-focused technical assistance | Reach of current approaches

Examples

Collaborating States Initiative
- CASEL partners with states that aspire to implement high-quality social emotional learning by sharing research, best practices, and offering TA to assist with implementation
- 25 states attended the most recent national meeting of CSI (February 2018)[1]
- Separately, CASEL has reviewed policies of all 50 states in the *State Scorecard Scan, which* examines pre-k and K-12 social emotional learning competencies, state guidelines, and web pages

SEL4US
- Coalition aimed at promoting high-quality social and emotional learning (SEL) integrated into all schools nationwide by connecting state-based SEL advocacy and support organizations with knowledge, tools, and resources to amplify their impact
- There are associated state-level organizations in several states including California, Massachusetts, and Washington

TransformEd
- Informs policymakers about opportunities to advance MESH (Mindsets, Essential Skills, and Habits) in their state or school system. Works with the Boston Charter Research Collaborative, CORE Districts, and NewSchools Invent (cohort of several schools across the US)
- Draws on research and promising practices about how to measure and develop MESH, and provides practical recommendations for national, state, and local leaders. They embrace a data-informed approach to MESH and seek policies that support that approach

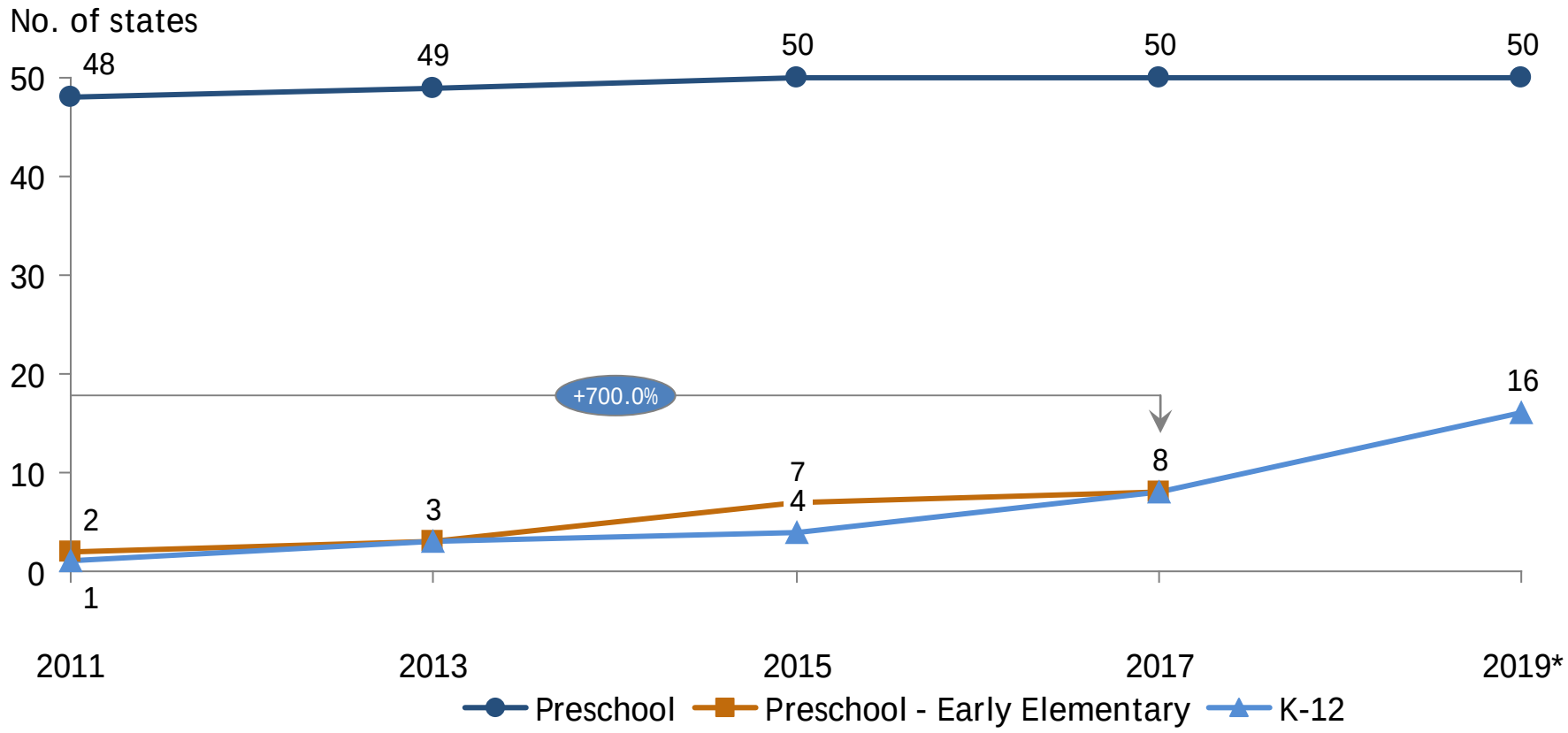
National Governors Association (NGA)
- Currently in the process of fundraising and developing a policy-focused 'academy' around SEL for Governors. Competitive grant process provides state support for policy planning, TA from NGA staff and the opportunity to participate in a professional learning community

EducationCounsel
- Works with leading nonprofits, foundations, state education agencies, school districts, and institutions to build consensus and create implementation plans to actualize goals, providing ongoing counsel to address the complexities of the laws, policies, and stakeholders at all levels

1.Emerging Insights from States' Efforts to Strengthen Social and Emotional Learning, CASEL
Source: Landscape Analysis stakeholder interviews, BCG analysis

Public resources and policy | State-level adoption of SEL competencies

Number of states with competencies for SEL across grade levels showing promising growth; 700% increase in states with K-12 competencies from 2011-2017

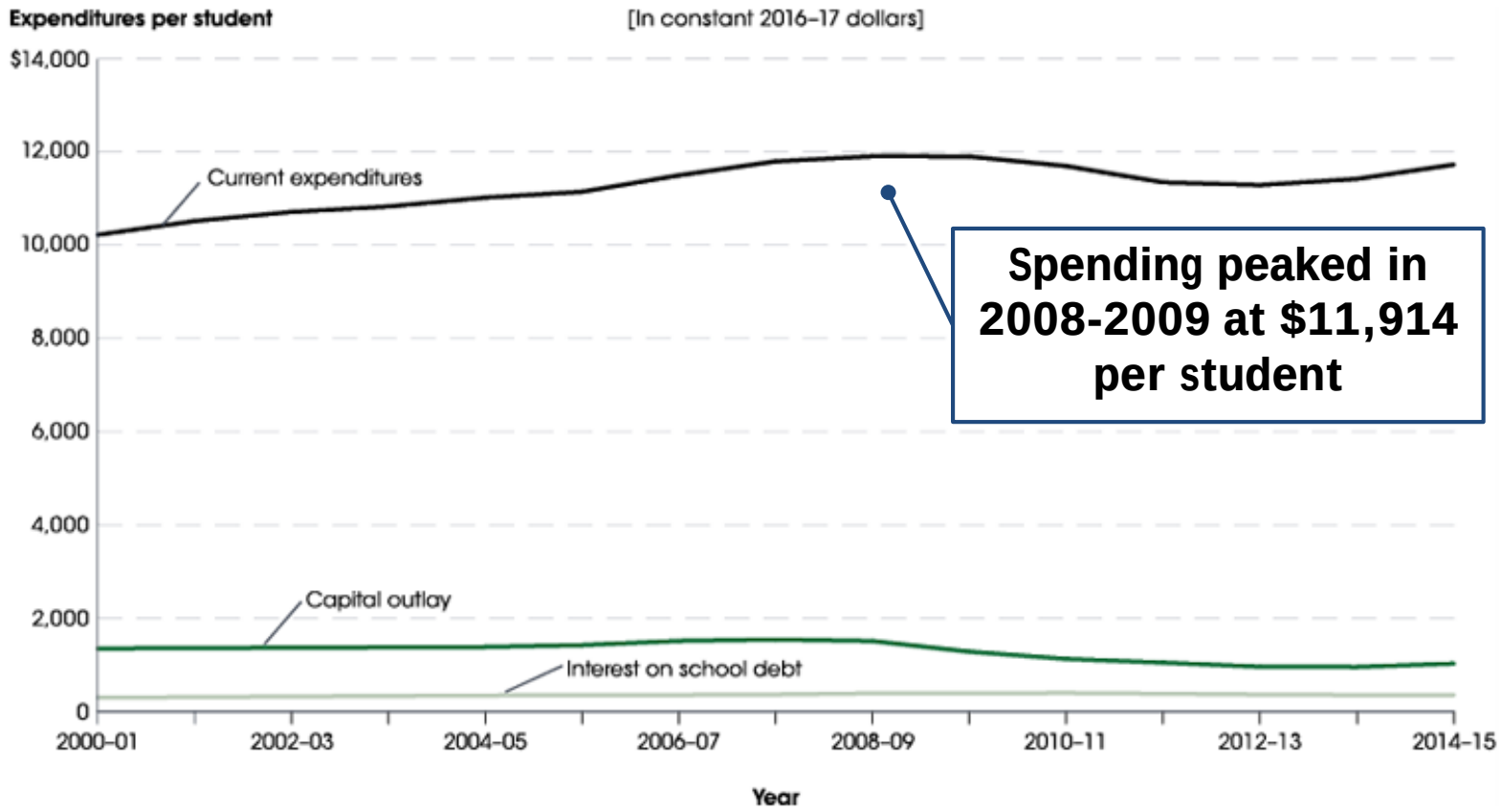


In addition to SEL competencies, report also identified 16 states that had posted guidance related to SEL through SEL-focused web pages

Note: * = projected
Source: 2018 State Scorecard Scan, CASEL; BCG analysis

Public resources and policy | Growth in public spending per student

In 2014-2015, public schools spent $11,734 per student on current expenditures; 15% higher than in 2000-2001, after adjusting for inflation



Note: Current expenditures include instruction, support services, food services, and enterprise operations (expenditures for operations funded by sales of products and services). Capital outlay includes expenditures for property and for buildings and alterations completed by school district staff or contractors.
Source: US ED; https://nces.ed.gov/programs/coe/indicator_cmb.asp

Public resources and policy | Available resources for SEL under ESSA

Title I

(Academic achievement of disadvantaged)

Title I of the ESSA legislation authorizes approximately $62.5 billion of education spending between 2017 and 2020 in the form of formula grants to states. This funding stream provides opportunities to incorporate SEL into school operations in three main ways: schoolwide programs, targeted assistance programs, and school supports and improvement activities. It can be used for out-of-school time programs

These funds can be used for both academic and nonacademic subject matter interventions, including for example SEL interventions that improve the quality of learning time through a reduction in classroom behavioral disruptions

Every state is required to set aside 7% of allocations for improvement activities in lowest performing schools.

Title II

(Preparing teachers and principals)

The ESSA legislation authorizes approximately $11.1 billion in spending over four years (2017–2020) to support the preparation, training, and recruitment of educators at all levels of the school system. States could use these funds to support educators in their capacity to provide instruction that promotes students' social and emotional competencies. School day and afterschool teachers can work and be trained in coordination

Two competitive grants under Title II can be used to support SEL: the Supporting Educator Development grants and the School Leader Recruitment and Support fund can be used for professional development and school leader support through evidence-based practices

Title IV

(21st century schools)

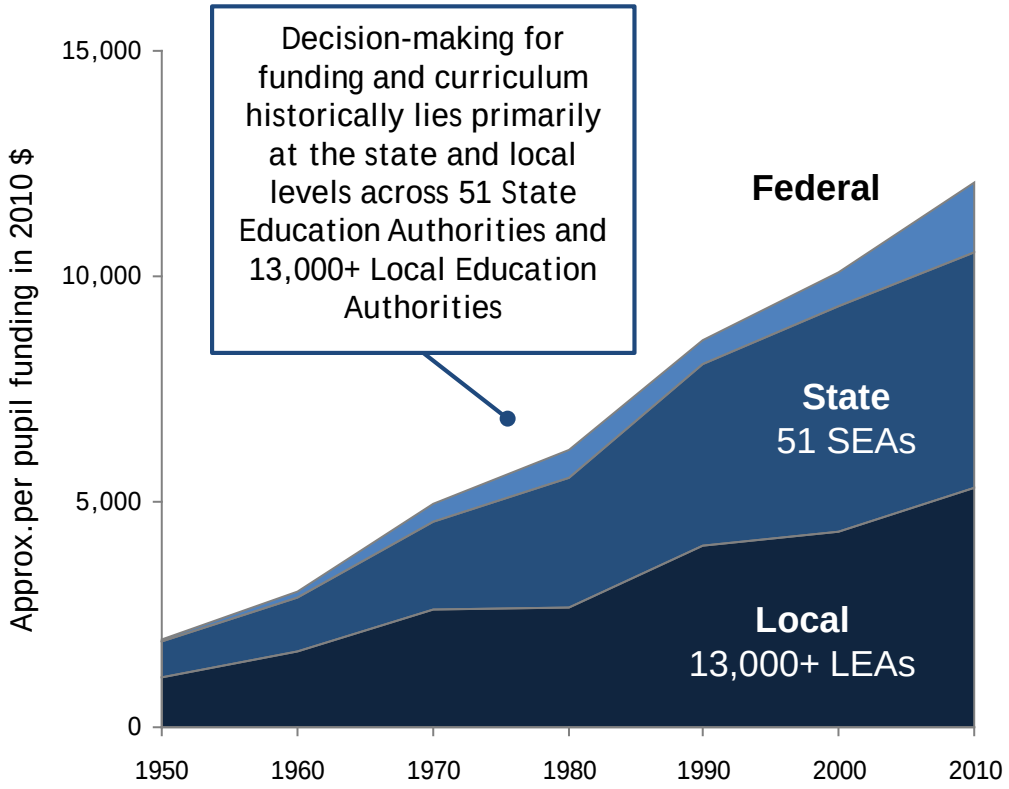
ESSA Title IV authorizes more than $7.3 billion over four years to support a variety of programs aimed at improving the educational opportunities of students. Student Support and Academic Enrichment grants require districts to allocate at least 20% of the grant funding to support a well-rounded education, 20% to support the development of safe and healthy students and a portion of funds to support effective use of technology. Student Support and Academic Enrichment grants can be used to support afterschool STEM, community schools coordinators, and Healthy Eating and Physical Activity (HEPA), among other areas

Title IV funds also cover the provision of academic and nonacademic supports explicitly outside of the regular school day, e.g., Promise Neighborhoods and Full-Service Community Schools

Source: Social and Emotional Learning Interventions Under the Every Student Succeeds Act, Published by the RAND Corporation

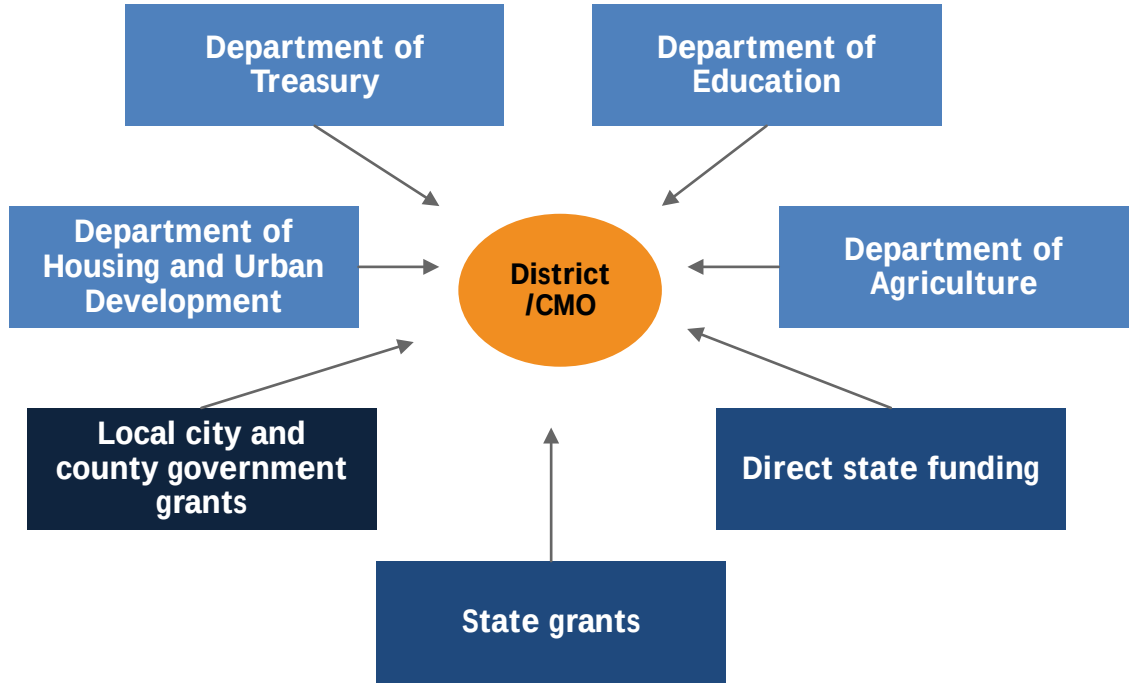
Public resources and policy | Education funding in the U.S.

State and local agencies drive over 90 percent of public funding



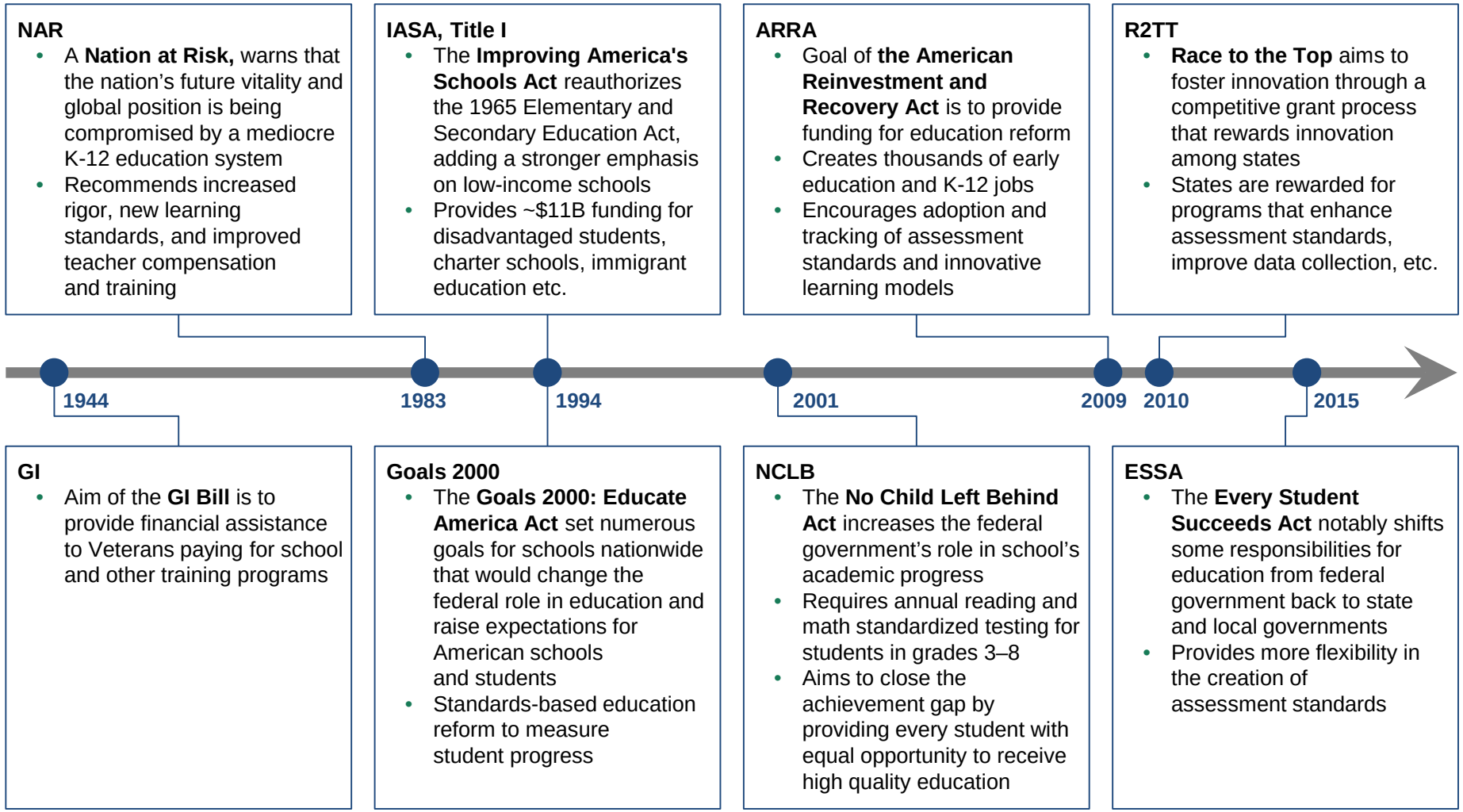
Sources of funding are complex and often carry various restrictions on use of resources

ESSA provides flexibility to states and districts on the use of federal funds as long as interventions chosen are evidence-based



Source: Public Charters Report Feb 2014, US DOE "10 Facts About K12 Funding," BCG Analysis

Public resources and policy | Timeline of selected U.S. education policies



Source: BCG Analysis

Public resources and policy | Field actor landscape

Networks and associations of public sector leadership

National policy organizations comprised of state and regional government actors

Mixed levels of current engagement on policy related to social, emotional, and academic development

National and regional associations and organizations with policy agenda

National organizations that represent and advocate for particular group(s), including through policy

Mixed levels of current engagement on policy related to social, emotional, and academic development

More detail provided in national and regional associations section

Policy-focused centers and institutions

Organizations with a focus on education policy and advocacy

Have highlighted organizations with a social, emotional, and academic development connection, including both organizations focused on education policy generally that have initiatives related to social emotional, and academic development, and organizations focused on social, emotional and academic development with policy-related activities

Source: Landscape Analysis stakeholder interviews, BCG analysis

viii. Philanthropic funding

Philanthropic funding | Overview of current field momentum (I/II)

1. **The funders convened by the National Commission (through its Funders' Collaborative and partnership with related groups like GTY and FCIM) provide important catalytic resources for the sector**
   - The subset of 16 organizations who provided grant data contributed nearly $400 million over the past ~3 years

2. **This field has the unique ability among education topics to attract funders with a wide range of core interests (e.g., academic achievement, out-of-school time, character, equity)**
   - Perhaps not surprisingly, the studied funders' portfolios vary widely in their focus

3. **The highest proportions of funding analyze support building capacity of adults in out-of-school and community organizations (26%), basic research (12%), communications (12%), and building capacity of adults in schools and districts (12%)**

4. **There are a few areas where there are limited current investments identified by the funder community relative to the Commission's recommendations**
   - Very limited investment in learning environments and school models
   - Most funding directed toward programming, with only a small amount (<2%) oriented toward policy and advocacy
   - Limited investment in technical assistance
   - *Note: these and all findings are subject to individual funders' decisions about what constitutes a relevant investment (and thus what data they submitted); it's possible that funders included in the analysis made other relevant investments in adjacent portfolios*

Note: Data is represented as it was submitted by funding organizations and is not necessarily comprehensive of the investments in the field by this group of organizations or funding organizations more broadly. Categorizations are also based on self-reporting and may not perfectly reflect the type of work funded
Source: Data submitted by 16 GTY and FCIM member organizations (May 2018), Landscape Analysis stakeholder interviews, BCG analysis

Philanthropic funding | Overview of current field momentum (II/II)

5 **Leading foundations' funding of social, emotional, and academic development is a very small proportion of total philanthropic giving in education and adjacent sectors. Opportunities for "growing the pie" include at least three categories of funders:**

- 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 with some social, emotional, and academic-related interest who are not among the set of philanthropic organizations engaged by the Commission thus far, e.g., recent $100M gift by T. Denny Sanford to National University to expand the Sanford Harmony program, significant number of large corporations currently engaged with one or more SEAD-related actors (but not engaged in funder groups)

6 **Funders themselves report historical challenges with collective action across the community of US education philanthropy. However, as evidenced by the active engagement of funders in the National Commission's work and related efforts (e.g., GTY, FCIM), this may be a moment of opportunity**

- For example, GTY and FCIM aim to build the field, broadening and deepening awareness and support of the need for SEAD funding, and supporting collaborative action among funders on specific priorities
- There are several adjacent funder networks allied to GTY and FCIM, including the Adolescent Science Translation Funders Collaborative and the Funders Collaborative for Youth Organizing

Source: Data submitted by 16 GTY and FCIM member organizations (May 2018), Landscape Analysis stakeholder interviews, BCG analysis

Philanthropic funding | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission's recommendations within a reasonable period of time?

MAYBE

If no/maybe, what is likely gap between the recommendations and the field's momentum? Why?

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)

Greater alignment and collaboration across funders also would be helpful; there are several existing coordinating structures that could be assets in this ongoing work

What are key opportunities in this area to advance the field?

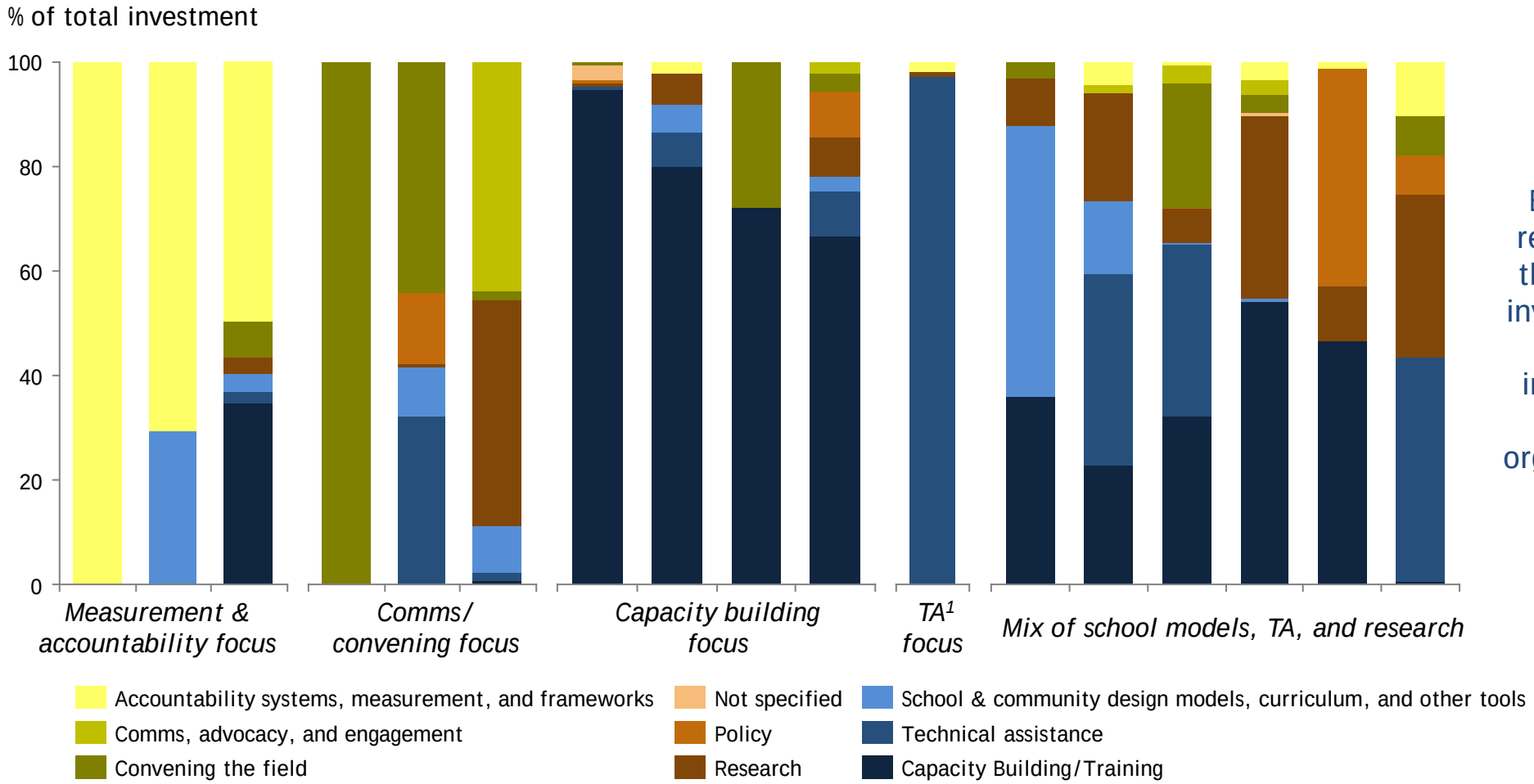
Increase philanthropic resources committed to social, emotional, and academic development by engaging:

- 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

Leverage existing funder collaborative structures to enable continued collective engagement and potentially greater funder collaboration around priority needs and opportunities in the field

Source: Landscape Analysis stakeholder interviews, BCG Analysis

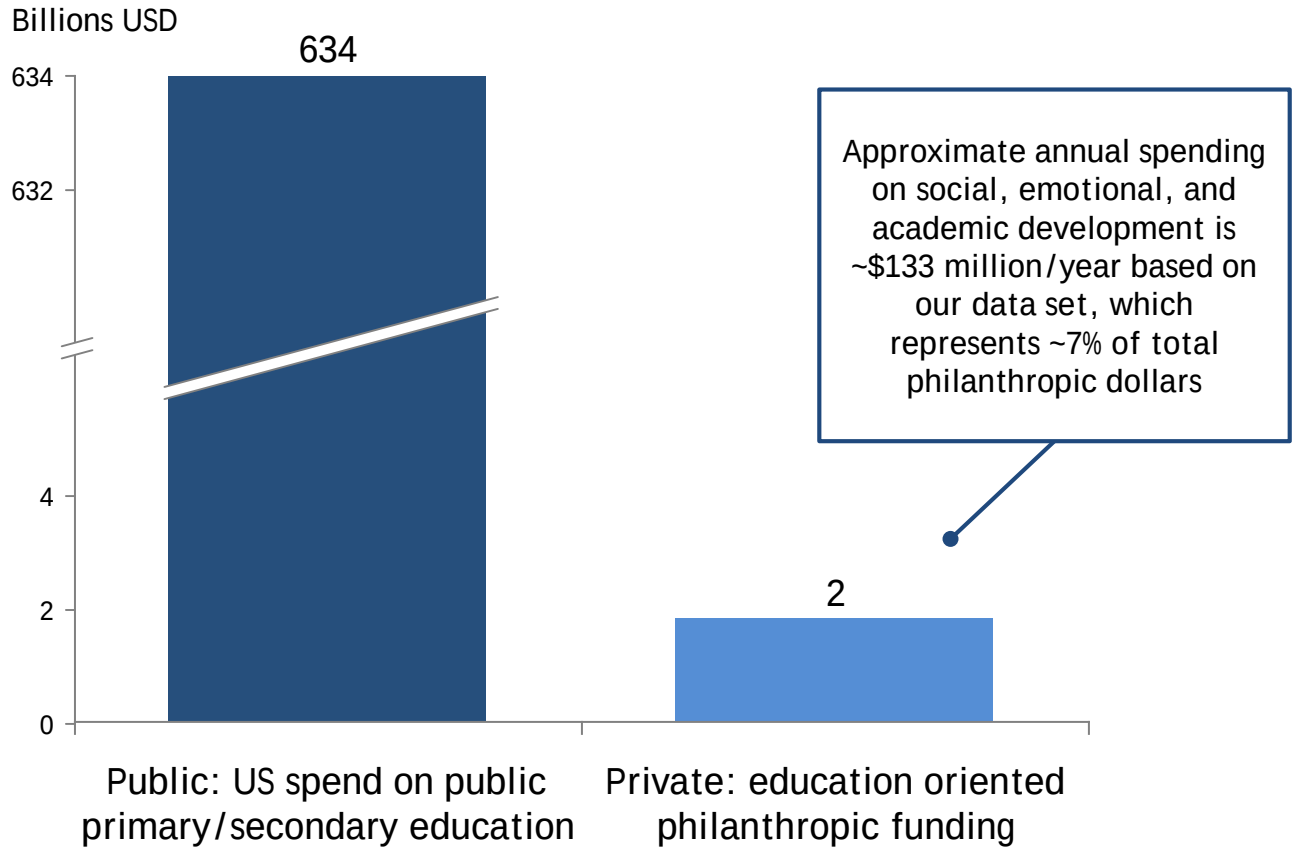
Investment focus varies widely across funders



Each bar represents the mix of investments for an individual funder organization

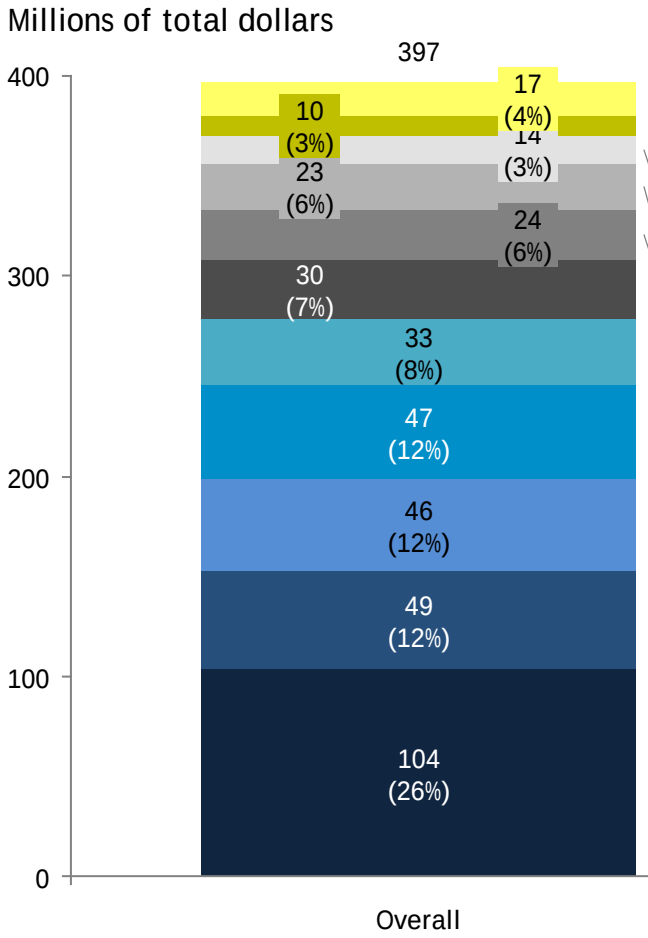
1. Technical Assistance
Source: Data submitted by 16 GTY and FCIM member organizations (May 2018), BCG analysis

Social, emotional, and academic-oriented philanthropic giving is very small compared to overall education spending



Source: National Center for Education Statistics (2013-2014 data),The Foundation Center (2012 data), Data submitted by 16 GTY, FCIM, and NC SEAD affiliated organizations (May 2018), BCG analysis

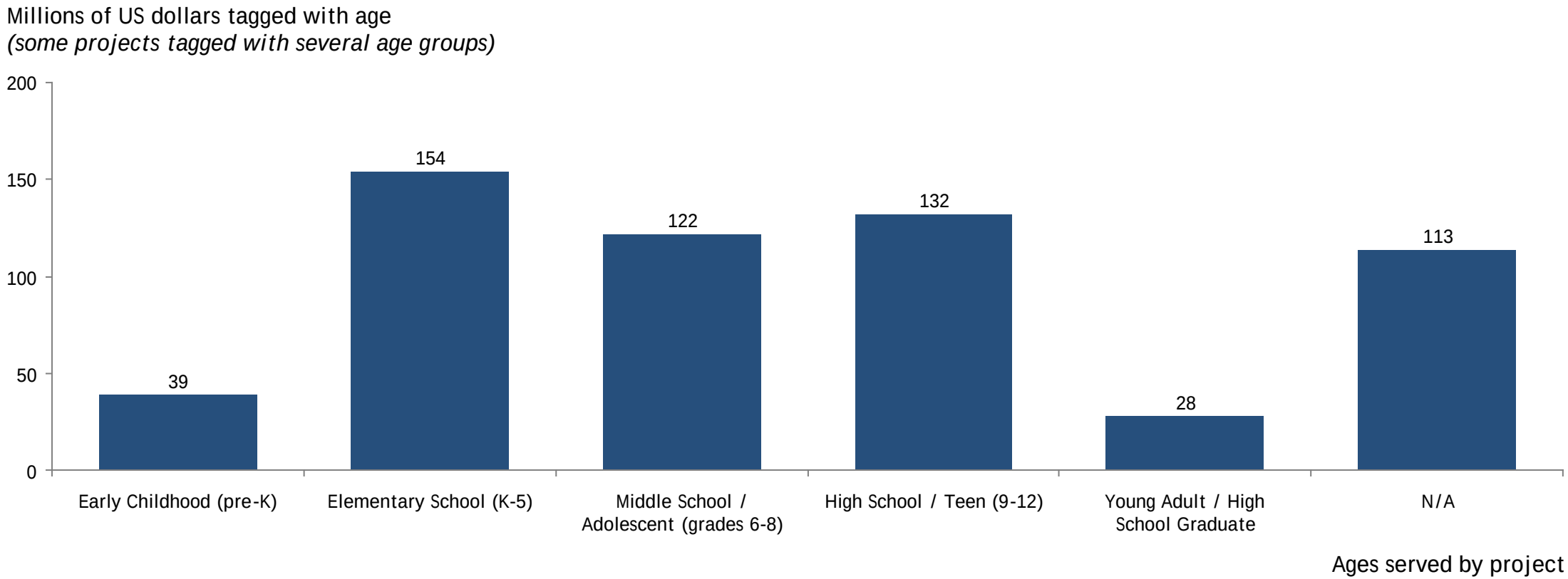
Highest proportion of funding focused on adult capacity-building (schools and OST), research, and communications



	Number of grantees	Avg. grant size	Number of funders	Avg. funder investment
Other (<10 M)[1]	*Varies*	*Varies*	*Varies*	*Varies*
Scaling Evidence-Based Approaches	16	$637,256	4	$2,549,022
Measurement	29	$473,901	11	$1,249,376
Investing in Innovation	18	$1,287,554	10	$2,317,596
Applied Research	37	$660,479	12	$2,036,478
Field Building	42	$708,173	11	$2,703,932
School-Based Program Support	28	$1,191,900	7	$4,767,600
Building Capacity of Adults in Schools and Districts	63	$745,832	10	$4,698,744
Communications/Public Awareness and Engagement	33	$1,399,673	6	$7,698,204
Basic Research	56	$870,105	7	$6,960,842
Building Capacity of Adults in Out-of-School and Community	46	$2,250,319	6	$17,252,449

1. Includes Policy/Advocacy, Building Capacity of Families/Guardians, Out-of-School Program Support, Learning Environment Studies, and Not Specified
Source: Data submitted by 16 GTY, FCIM, and NC SEAD affiliated organizations (May 2018), BCG analysis

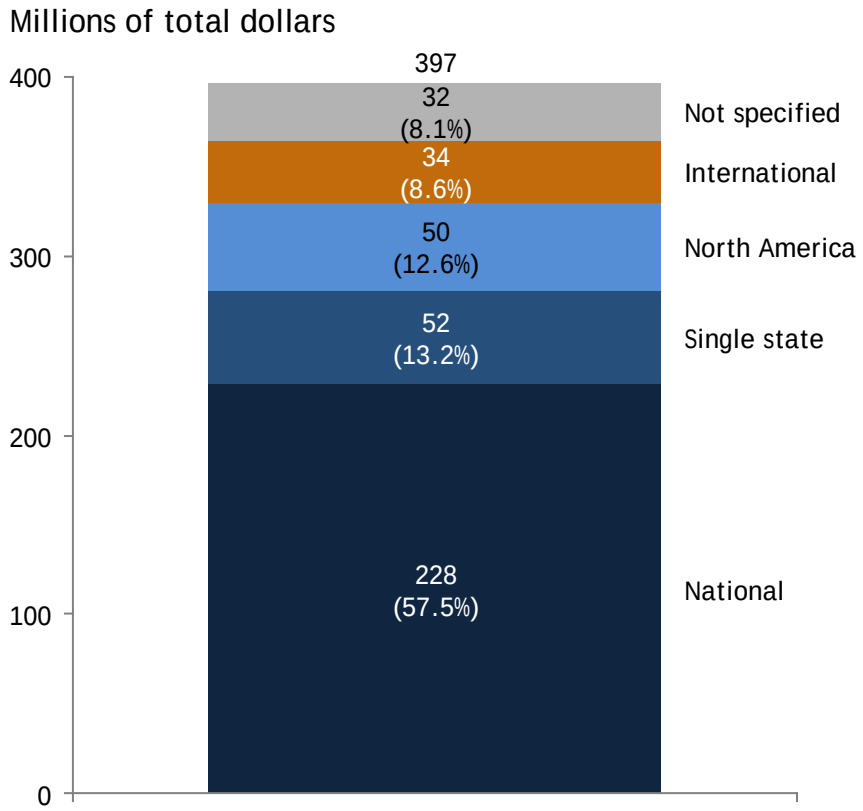
Programs funded serve a wide range of ages, focused primarily on K-12



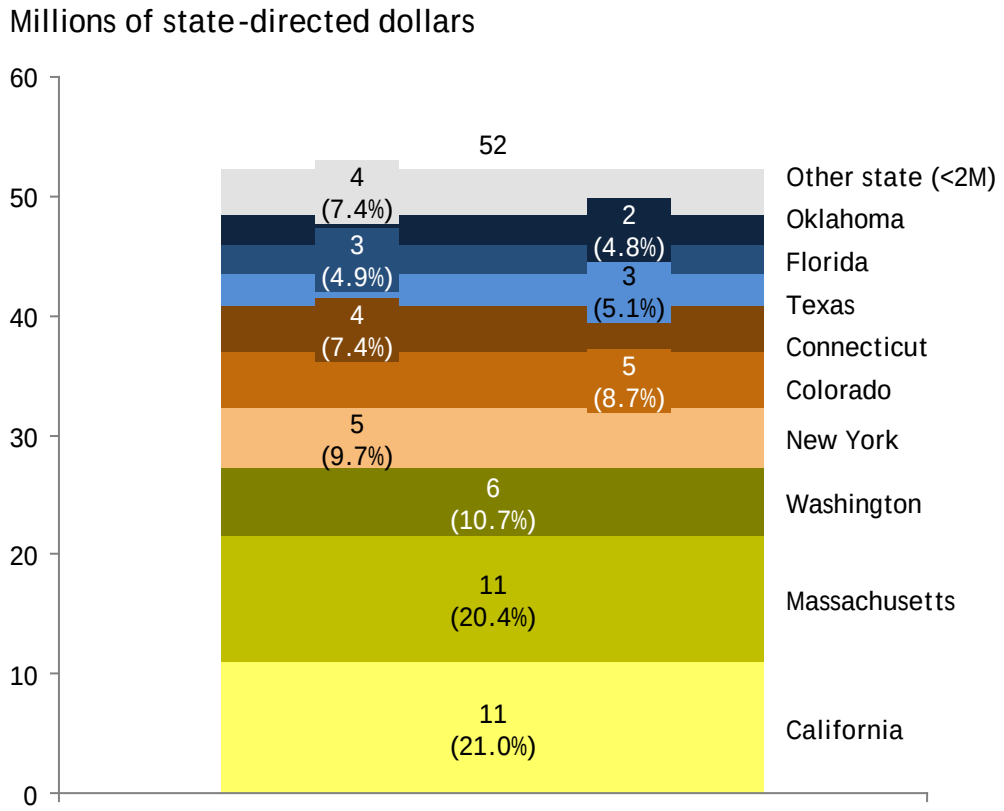
Source: Data submitted by 16 GTY, FCIM, and NC SEAD affiliated organizations (May 2018), BCG analysis

Most funders are investing in nation-wide projects and initiatives

~60% funding, ~$230 M dollars donated at the national level



California and Massachusetts receive highest state-directed dollars at $11 M



Source: Data submitted by 16 GTY, FCIM, and NC SEAD affiliated organizations (May 2018), BCG analysis

Only a small group of grantees are funded by multiple funders

In this analysis, only 3 grantees were funded by 5 or more funders…

- The Aspen Institute
- CASEL
- Harvard University – Stephanie Jones

…and only 5 additional grantees were funded by 3 or more funders

- Angela Duckworth - Character Lab – University of Pennsylvania
- Yale Center for Emotional Intelligence
- Forum for Youth Investment
- Mindset Scholars Network
- Rand

Only 25 out of126 grantees had support from more than one funder between 2016-2018

Source: Data submitted by 16 GTY, FCIM, and NC SEAD affiliated organizations (May 2018), BCG analysis

16 organizations represented in the analysis

Note: Analysis includes additional foundations who wish to remain anonymous

ix – xi. Communications, advocacy, and engagement

Youth voice and leadership | Overview of current field capacity (I/II)

1. **We have seen the impact of youth voice and leadership on a number of critical issues, perhaps most recently students speaking out on gun control from Marjory Stoneman Douglas High School after the February 2018 school shooting**
   - Since February and the movement led by Stoneman Douglas students, two of the largest gun sellers in the United States, Dick's Sporting Goods and Wal-Mart, have made it illegal for people under 21 to buy guns at their stores. Dick's is no longer selling military-style assault rifles
   - Many other high-profile companies and organizations—from MetLife Insurance and First National Bank of Omaha to Symantec and Hertz—have reassessed their policies in light of this youth-driven movement

2. **There are currently a number of programs and initiatives focused specifically on facilitating youth leadership and elevating youth and student voices. These tend to be place-based, however some national examples exist. Examples include:**
   - Place-based organizations and collaboratives, such as:
     - The Student Voice Collaborative, New York City (works across 9 high schools)
     - Mikva Challenge, Chicago (serves over 6,000 students in 130 schools)
     - Generation Citizen, CA/TX/MA/NY/OK/RI (serves over 9,600 students across 107 middle and high schools)
   - At the national level, the Aspen Institute's Youth and Engagement Programs division coordinates several youth-centered initiatives, including:
     - Teen Socrates: Teens convene and explore issues through expert-moderated dialogue where all participants engage and share their views
     - The Aspen Challenge: HS student teams develop solutions to community-based problems and present solutions to a panel of distinguished judges
     - The Aspen Young Leaders Fellowship: youth develop a social venture project which must be designed to directly impact the community

Source: NC SEAD, CASEL, The Aspen Institute, Generation Citizen; NPR "Walmart Joins Dick's Sporting Goods in Tighter Limits on Gun Sales;" Landscape Analysis stakeholder interviews, BCG analysis

Youth voice and leadership | Overview of current field capacity (II/II)

3 **Student voice has been integral to the National Commission's process and recommendation development through the Youth Commission**

4 **While many individual organizations that work in the field solicit input from students as they develop strategic plans and programming, there is no overarching means by which the field gathers broad student input**
- Such a means may or may not be necessary
- One potential resource to leverage is the Funder Collaborative for Youth Organizing

Source: NC SEAD, CASEL, The Aspen Institute, Generation Citizen; NPR "Walmart Joins Dick's Sporting Goods in Tighter Limits on Gun Sales;" Landscape Analysis stakeholder interviews, BCG analysis

Youth voice and leadership | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission's recommendations within a reasonable period of time?

MAYBE

If no/maybe, what is likely gap between the recommendations and the field's momentum? Why?

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

What are key opportunities in this area to advance the field?

Encourage and provide TA/support to enablepartners 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

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Community coalitions and communications| Overview of current field capacity (I/III)

1. **Teachers and youth development professionals intuitively understand the importance of social, emotional, and academic development. Parents want their children to learn these skills, but some are skeptical about the role(s) schools should play and how information on their children's social and emotional competencies might be used**

2. **There are many available resources for parents to learn about social, emotional, and academic development, but it is unclear how many parents are actually using the materials**
   - CASEL has numerous resources for parents including a facilitation guide for training parents and caregivers in social and emotional learning skills, and compilations of parent-oriented books, reports, and websites
   - Some states, e.g., Colorado, have published guides on fostering family-school partnerships to develop social and emotional learning skills
   - Many stakeholders mentioned that increasing meaningful family-school partnerships represents an important opportunity to further build demand for social, emotional, and academic development. They further report that gaps are most prevalent between low-income students' families and teachers

3. **The majority of coordinated grassroots advocacy efforts are at the state level, with limited examples of more localized coalitions collaborating on social, emotional, and academic development-related initiatives. For example:**
   - California, Massachusetts, and Washington have grassroots SEL coalitions, membership organizations that advocate for and track legislation related to social and emotional learning

Source: Developing Life Skills in Children: A Road Map for Communicating with Parents, Learning Heroes; Landscape Analysis stakeholder interviews, BCG analysis

Community coalitions and communications| Overview of current field capacity (II/III)

- Sacramento ACT coalesces local organizations in support of social and emotional learning and restorative justice practices; coalition includes 56 congregations, schools, and neighborhood groups representing 60,000 Sacramento families
- Pottstown Trauma Informed Community Connection (PTICC) brings together local organizations, experts, and funders in work groups that study youth trauma, resilience, and ways to enhance social and emotional learning

4 **Several ongoing communications efforts seek to raise awareness and provide comms-related resources related to social, emotional and academic development. However, no flagship national communications campaign exists to further raise awareness (alongside local efforts), build enthusiasm, and help build a common understanding of "what the 'it' is." Ongoing efforts include:**

- The National Commission is working with Mind + Matter and Learning Heroes to develop a new frame, 'How Learning Happens' and create communications resources for the Commission's partners. The Commission has also partnered with the Science of Learning and Development initiative (SoLD) and Edutopia on the production of several informative videos. (However, the Commission is not, in current form, equipped to lead a broad-scale national communications campaign)
- Learning Heroes released a report on how educators can most effectively communicate with parents to develop children's social and emotional skills
- Big EQ has created the Equip Our Kids! Campaign to promote school-based social emotional learning through marketing materials and an advocacy kit
- exSEL is a coalition of MA professional associations committed to expanding social and emotional learning; org. partnered with Horan Communications to develop an advocacy toolkit and resources on how to communicate the value of social and emotional learning to public officials, media, social networks, etc.

5 **Stakeholders emphasized that any broad-based national communication campaign should promote common understanding of social, emotional, and academic development, rather than seek to persuade state or local adoption**

Source: Developing Life Skills in Children: A Road Map for Communicating with Parents, Learning Heroes; Landscape Analysis stakeholder interviews, BCG analysis

Community coalitions and communications| Overview of current field capacity (III/III)

6 **There are other examples of large-scale communications efforts in education that can serve as models for social, emotional, and academic development. For example:**

- The Solutions Not Suspensions and Dignity in Schools campaigns, along with the U.S. Dept. of Education's Office of Civil Rights, brought widespread attention and policy change in response to the inequitable overrepresentation of minority students receiving suspensions
- The Stop Bullying campaign is a collaboration of federal agencies working to eliminate bullying; the initiative has partnered with several corporations and foundations, as well as the Ad Council, to develop nationwide public service announcements on bullying prevention
- Additional examples include Born Learning and the Grads of Life Campaign (Ad Council)

Source: Developing Life Skills in Children: A Road Map for Communicating with Parents, Learning Heroes; Landscape Analysis stakeholder interviews, BCG analysis

Community coalitions and communications | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission's recommendations within a reasonable period of time?

NO

If no/maybe, what is likely gap between the recommendations and the field's momentum? Why?

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

What are key opportunities in this area to advance the field?

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

Encourage cross-sector local coalitions that include schools; out-of-school time programs; parent organizations; and local youth arts, sports and STEM organizations

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Community coalitions and communications | Educator and parent attitudes related to social and emotional development

Teachers understand and value social and emotional skill development

93% Of teachers think social and emotional learning is very or fairly important for the in-school student experience

97% Of teachers think social and emotional learning will benefit students from all backgrounds, rich or poor

87% Of teachers think a larger emphasis on social and emotional learning will improve students' life success

And parents agree that these skills are important

78% Of parents say schools should have high expectations for social and emotional development[1]

71% Of parents expect their child to treat others with respect and understanding

65% Of parents expect their child to continually develop intellectually, emotionally, and socially

But parents express more concerns about measurement / the role of schools

48% Of parents worry that there will be standards, with their child graded or judged on their feelings

48% Of parents are concerned that the government will collect private information about their child

43% Of parents think that schools should focus on academics—reading, writing, math, and science—not teaching children how to think or what to feel

[1] Report that it is "absolutely essential" or "very important"
[2] Among parents who identify with both potential benefits and risks of social and emotional learning
Sources: The Missing Piece (Civic Enterprises, Hart Associates); Developing Life Skills in Children (Learning Heroes/Edge Research); BCG analysis

Community coalitions and communications | Field actors

Grassroots advocacy and coalitions

Efforts at the local and state level to develop coalitions and advocate for policies that promote social, emotional, and academic-related skill development in schools and OST settings

- Some organizations comprised of individuals that track legislation and advocate for policy change, whereas others are coalitions of other local organizations promoting social and emotional learning in their communities

Examples/Major players:

Grassroots Education Movement
THE GRASSROOTS EDUCATION MOVEMENT (GEM NYC) EDUCATES, ORGANIZES, AND MOBILIZES EDUCATORS, PARENTS, STUDENTS AND COMMUNITIES

Washington State PTA
everychild.onevoice.

Little Village Education Collaborative
LVEC

Parenting changemakers

SEL4CA.ORG
HOME OF THE SOCIAL-EMOTIONAL LEARNING (SEL) ALLIANCE FOR CALIFORNIA

SEL FOR WASHINGTON

alt ED AUSTIN

SEL4MA.ORG
HOME OF THE SOCIAL-EMOTIONAL LEARNING (SEL) ALLIANCE FOR MASSACHUSETTS (SAM)

PTICC
Pottstown Trauma Informed Community Connection
CONNECTION MATTERS

ACT

YouCAN

Communications campaigns

Efforts to communicate the value of social, emotional, and academic development with the goal of increasing understanding and adoption

Examples/Major players:

The BigEQ

exSEL
EXCELLENCE THROUGH SOCIAL EMOTIONAL LEARNING

LEARNING HEROES

HORAN communications

MIND + MATTER studio

edutopia

Source: Landscape Analysis stakeholder interviews, BCG analysis

Educator-led social media and networks | Overview of current field capacity (I/II)

1. **Educators today are increasingly leveraging informal networks and social media channels to share best practices and connect with each other, with several examples going viral that promote innovative and engaging learning techniques**

2. **There are several emerging platforms for teacher-led engagement around social, emotional, and academic development, including:**
   - Sevenzo is a platform for live, teacher-led chats and curated exchange of teacher resources, with a focus on "creat[ing] more caring, inclusive, and impactful learning environments"
   - FuelEd provides educators with training on student relationship-building and empathy, and participants enter an alumni network upon completion to continue connecting and sharing best practices
   - Empatico is a free tool that connects teachers and classrooms around the world through video activities that foster empathy; it is used by the Start Empathy program in Ashoka Changemaker schools
   - Mills Teacher Scholars is a teacher professional learning organization that partners with schools and districts, e.g., Oakland Unified School District, to facilitate educator discussions on topics including the intersection of academics and SEL

3. **In addition, some larger organizations are promoting educator engagement on social, emotional, and academic development-related topics through their social media platforms. For example:**
   - Many school districts, e.g., Austin ISD and Sacramento City, use Facebook to promote ongoing SEL initiatives
   - Many organizations with a social and emotional learning focus, e.g., CASEL, Robert Wood Johnson Foundation, Institute for SEL, SEL in Schools, use Twitter accounts and hashtags to engage teachers in conversation
   - Some well-known organizations with sizable followings share social and emotional learning content via Pinterest, e.g., We are Teachers has ~156k followers and shares hundreds of pins on SEL

Source: Education First, Social & Emotional Learning: Looking Back, Aiming Forward; Landscape Analysis stakeholder interviews, BCG Analysis

Educator-led social media and networks | Overview of current field capacity (II/II)

4 **Finally, there are a number of teacher networks that enable teachers from different schools (and often different cities/states) to connect and share best practices. Some have a social, emotional, and academic development-related focus, while others don't. For example:**

- Teacher Practice Networks were developed as a collaboration between WestEd's Center for the Future of Teaching and Learning and the Gates Foundation; program is currently scaled to 13 participating teacher practice organizations and 12,000 teachers. The current focus is Common Core implementation
- The National Network of State Teachers of the Year offers an SEL Fellowship, a small-scale, virtual network of teachers who work together to enhance their pedagogical skills related to SEL
- Teachers' unions promote peer-to-peer learning among members, e.g., AFT's Teacher Leaders program, which facilitates discussions about the profession

Source: Education First, Social & Emotional Learning: Looking Back, Aiming Forward; Landscape Analysis stakeholder interviews, BCG Analysis

Educator-led social media and networks | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission's recommendations within a reasonable period of time?

NO

If no/maybe, what is likely gap between the recommendations and the field's momentum? Why?

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

What are key opportunities in this area to advance the field?

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

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Educator-led social media & networks | Field actors

Educator networks with engagement on social, emotional, and academic-related topics

Communities that connect teachers and/or other educators to promote knowledge sharing related to social, emotional, and academic development

- Some networks feature educator-led engagement while others have more traditional structures
- Some networks have a primary focus on social, emotional, and academic development while others feature it among many other topics

Examples/Major players:

7 MINDSETS Teaching Mindsets. Changing Lives.
the Ounce
INSPIRE MINDS. CHANGE LIVES.
sevenzo
sixseconds THE EMOTIONAL INTELLIGENCE NETWORK
RTI INTERNATIONAL
ILASCD
NNSTOY
Empatico.
MILLS TEACHER SCHOLARS Understand Learning, Improve Teaching
FuelEd
CARE FOR TEACHERS

Educator social media engagement

Platforms (and users of those platforms) that connect educators with one another on topics related to social, emotional, and academic development

- Many organizations (including schools, districts, and OST providers) and individual educators interacting informally through Twitter and Facebook
- Many organizations also using these platforms to promote social, emotional, and academic development-related initiatives
- Many organizations, e.g., We are Teachers, using Pinterest to share social, emotional, and academic development-related resources for teachers

Examples/Major players:

START EMPATHY ASHOKA
WE ARE TEACHERS

Source: Landscape Analysis stakeholder interviews, BCG analysis

xiii – xiv. Aligning and convening the field

National and regional associations | Overview of current field capacity

1. **There are several large and influential national and regional associations that are pursuing initiatives related to social, emotional, and academic development. For example:**
   - Social and emotional learning was a major topic of discussion at the 2018 National Assn. of Elementary School Principals (NAESP) conference, after students' social-emotional learning needs emerged as the top concern for principals in its 10-year study
   - The Association for Supervision and Curriculum Development's (ASCD) Educational Leadership Conference has multiple relevant tracks including School Climate and Culture and Social and Emotional Learning
   - The National Education Association (NEA) and First Book joined a two year partnership to address social and emotional learning by expanding the Stories for All Project, an initiative focused on increasing the diversity in children's books
   - The Society for Research in Child Development's 2018 Special Topic Meeting is focused on Promoting Character Development Among Diverse Children and Adolescents: The Roles of Families, Schools, and Out-Of-School-Time Youth Development Programs

2. **Many of these organizations are part of the Commission's partners collaborative, and have played a meaningful role in the development of the Commission's practice, policy and research recommendations and dissemination of early findings**
   - Beyond having the opportunity to directly contribute to and shape the work of the Commission, many stakeholders report that as a result of the partners collaborative, social, emotional, and academic development has gained awareness and been elevated on several partner agendas
   - Continued opportunity remains to support partner organizations to further integrate the Commission's recommendations into their organizations and throughout their networks

3. **While the existing partners collaborative is a diverse and highly-influential group of actors across a variety of learning environments, there was an emphasis in stakeholder conversations that there is significant opportunity to continue to expand the inclusivity of this network**
   - See "Aligning and convening the field" section (to follow) for more detail

Source: Landscape Analysis stakeholder interviews, BCG analysis

National and regional associations | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission's recommendations within a reasonable period of time?

MAYBE

If no/maybe, what is likely gap between the recommendations and the field's momentum? Why?

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

What are key opportunities in this area to advance the field?

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

Source: Landscape Analysis stakeholder interviews, BCG Analysis

National & regional associations | Field landscape

Not an exhaustive list

Several large national associations that play a role in policy and advocacy work as well as influence practice in districts, schools, and the OST sector

Source: Landscape Analysis stakeholder interviews, BCG analysis

National & regional associations | Focus and approximate size of each network/association (I/III)

Category	Network/Association	Description	Size
School leadership	AASA: The School Superintendents Association	Advocates for equitable access for all students to the highest quality public education, and develops and supports school system leaders	14K educational leaders
	National School Boards Association	A nonprofit educational organization operating as a federation of state associations of school boards across the United States	90K local school board members
	National Association of State Boards of Education	Exists to serve and strengthen State Boards of Education in their pursuit of high levels of academic achievement for all students	State boards across US
	Council of Great City Schools	Organization comprised of the nation's largest urban school systems dedicated to the improvement of education for children in the inner cities	70 of the nation's largest urban public school systems
	Council of Chief State School Officers	Council of public officials who head elementary and secondary departments of education committed to preparing students for college, careers and life	Representatives from all 50 states
	Chiefs for Change	Non-profit organization led by bold and innovative district and state education Chiefs serving in bipartisan administrations	~27 state education commissioners and district leaders
	National Association of Elementary School Principals	Professional organization serving elementary and middle school principals and other education leaders throughout the United States, Canada, and overseas	Serve 33M children through principal memberships
	National Association of Secondary School Principals	Leading organization of and voice for principals and other school leaders across the US	27K members
Teachers	National education association	The nation's largest professional employee organization, is committed to advancing the cause of public education	~3M members of professional educators
	Association for supervision and curriculum development (ASCD)	Membership-based organization dedicated to excellence in learning, teaching, and leading so that every child is healthy, safe, engaged, supported, & challenged	114K members across teachers, principals, superintendents, others
	American Federation of Teachers	An American labor union that primarily represents teachers	1.7M members
	National Council of Teachers of Mathematics (200K members)	The world's largest organization concerned with mathematics education, serving members throughout the United States and Canada	60K members
	National Science Teachers Association	Committed to promoting excellence and innovation in science teaching and learning	50K members
	Educators for Excellence	Teacher-led movement focused on providing teachers with a collective voice in policies that impact their students and professions	25K members
Other education	Alliance for Healthier Generation	Catalyst for children's health. Works with schools, companies, community organizations, healthcare professionals and families to transform the conditions and systems that lead to healthier kids	31k schools nationwide are using their Healthy Schools Program

Source: Landscape Analysis stakeholder interviews, BCG analysis

National & regional associations | Focus and approximate size of each network/association (II/III)

Category	Network/Association	Description	Size
Other education	PDK International Family of Associations	Professional association for educators that brings together the top leaders, thinkers, and doers to collaborate and inspire one another	23 states and 3 regions official affiliations
	National PTA	A formal organization composed of parents, teachers and staff that is intended to facilitate parental participation in a school	Nearly 4 million parents, children, educators and community leaders
	National Association of School Psychologists	The world's largest organization of school psychologists, NASP works to advance effective practices to improve students' learning, behavior, and mental health	25k school psychologists, graduate students, and related professionals
Youth/family advocacy	National center for learning disabilities	Works to ensure that the nation's 15 million children, adolescents, and adults with learning disabilities have every opportunity to succeed in school, work, and life	1 in 5 people with learning and attention issues
	National Association for the Education of Young Children	Professional membership organization that works to promote high-quality early learning for all young children, birth through 8, by connecting early childhood practice with research	60K members from early childhood community
	Moms Rising	Takes on the most critical issues facing women, mothers, and families by educating the public and mobilizing massive grassroots actions	Over 1 million members
	National Family Engagement Alliance (NFEA)	A network committed to engaging families in education transformation	~1,200 followers on Facebook
Equity/civil rights	National Urban League	A nonpartisan civil rights organization based in New York City that advocates on behalf of African Americans and against racial discrimination in the United States	Oldest and largest community-based organization of its kind in the nation
	NAACP	Ensure the political, educational, social, and economic equality of rights of all persons and to eliminate race-based discrimination	300k members
	National Council of La Raza (Unidos)	Serves the Hispanic community through our research, policy analysis, and state and national advocacy efforts, as well as in our program work in communities nationwide	Partner with a national network of nearly 300 Affiliates across the country
Legislative	National Governors Association	The collective voice of the nation's governors and one of Washington, D.C.'s most respected public policy organizations	55 states governors
	National Conference of State Legislatures	A bipartisan organization established in 1975 that "serves the legislators and staffs of the nation' 50 states, its commonwealths and territories"	The committee is composed of 63 members
	Council of State Governments	Region-based forum that fosters the exchange of insights and ideas to help state officials shape public policy	56 US states and territories, 6 partner Canadian provinces
	United States Conference of Mayors	Annual conference that hosts cities with populations of 30K or more	~1,400 cities
	National Association of State Budget Officers	Professional membership organization for state finance officers	Each state/territory designates 3-5 members

Source: Landscape Analysis stakeholder interviews, BCG analysis

National & regional associations | Focus and approximate size of each network/association (III/III)

Category	Network/Association	Description	Size
Community	National After School Association	The national membership organization for professionals who work with and on behalf of children and youth during out-of-school time	32 state affiliates across the United States
	National Association of Social Workers	Works to enhance the professional growth and development of its members, to create and maintain professional standards, and to advance sound social policies	120k members
	United Way	Fueled by 2.8M volunteers and 9.8M donors who give time, money and voice to impact education, financial stability and health.	1.8K community-based organizations
	Urban Libraries Council	Membership organization for public library systems and the organizations that serve them – provides a forum to share best practices and innovative ideas	Over 150 library systems
Research	American Education Research Association	A national research society that is concerned with improving the educational process by encouraging scholarly inquiry related to education and evaluation and by promoting the dissemination and practical application of research results	25K members
	National Institute on Out-of-School Time	Conducts research on programming, quality, outcomes, and investment in out-of-school-time, as well as STEM efforts in OST settings	OST trainers/evaluators located nationwide; 10 partner orgs.
Philanthropy	Funders collaborative for innovative measurement	Multi-year effort to facilitate strategic collaboration and alignment among private foundations, public funders, and other educational stakeholders. FCIM was formed to address—and to leverage—increasing interest in "hard-to-measure" intrapersonal and interpersonal skills and competencies.	15 private foundations
	Grantmakers for Thriving Youth	Funders forum that promotes awareness, facilitates connections, catalyzes collaborations, and disseminates knowledge about policies, practices and research among funders in education, child and youth development, family well-being, health and other allied fields.	18 philanthropic organizations
	Education Funders Strategy Group	EFSG provides a platform through quarterly meetings and other engagement for participating foundations to consider key drivers for systemic improvement in student learning and outcomes.	30 foundations
	Grantmakers for Education	Largest network of education-focused philanthropic organizations, founded on premise that collective insights, shared resources and constructive collaboration enable grantmakers to make more intentional and impactful investments	300 organizations

Source: Landscape Analysis stakeholder interviews, BCG analysis

Field-wide convening and collaboration | Overview of current field capacity (I/II)

1 **Since its inception in November 2016, the National Commission on Social, Emotional, and Academic Development has been a significant force for promoting collaboration and greater alignment across the field**

- A number of stakeholders highlighted the Commission's neutrality as an explicit advantage for convening and building buy-in for the effort across the wide range of participating organizations
- The National Commission's Partners Collaborative consists of over 50 member organizations across a wide diversity of expertise and focus areas, e.g., National Education Association, UnidosUS, National PTA, National Governors Association
- Enabled by the work of the Commission, field leaders spanning practice, policy, and research have established new connections; social, emotional, and academic development has gained awareness and been elevated on several partner agendas; and field-supporting work (e.g., the Taxonomy Project) has gained broader awareness more quickly

2 **Stakeholder interviews reiterated the opportunity to expand active membership of the coalition to grow momentum, mitigate the risk of being typecast, and increase the diversity and inclusion of coalition leadership**

- Adjacent topics and movements to more deeply engage and partner with include: civil rights, dignity in schools and social justice-focused organizations, academic-centric organizations, discipline and juvenile justice-focused organizations, non-school educational institutions that interact with youth (e.g., museums), politically conservative organizations, faith-based organizations, workforce development/career pathways, health and well-being

Source: Landscape Analysis stakeholder interviews, BCG analysis

Field-wide convening and collaboration | Overview of current field capacity (II/II)

3 **Additionally, stakeholder interviews generally—though not universally—reflected a belief that a report alone will not sufficiently catalyze the lasting impact of the Commission's recommendations, and that an ongoing coalition is needed to support implementation**

- Ongoing coalition functions might include building engagement around implementation priorities, facilitating alignment and action, monitoring progress, continuing to build and strengthen the coalition, and influencing organizations to find and prioritize their piece of the recommendations
- There was widespread agreement that any go-forward entity should support and not compete with the work of existing field actors

4 **And while there is a potential role for a successor coalition, there was recognition that other organizations should be supported to play complementary convening roles**

- No single entity could or should be the only convener in the field
- Several actors today play important roles in convening at different levels, in different sub-sectors, and in different geographies, and this work should continue

Source: Landscape Analysis stakeholder interviews, BCG analysis

Field-wide convening and collaboration | Gap and opportunity analysis

Is the current momentum of the field likely to fulfill the Commission's recommendations within a reasonable period of time?

MAYBE

If no/maybe, what is likely gap between the recommendations and the field's momentum? Why?

It is very unlikely that the Commission's recommendations will have the desired impact if there is not an organized, ongoing movement

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

What are key opportunities in this area to advance the field?

Communicate about and engage on a vision and recommendations for what is needed (i.e., recommendations in Report from the Nation)

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

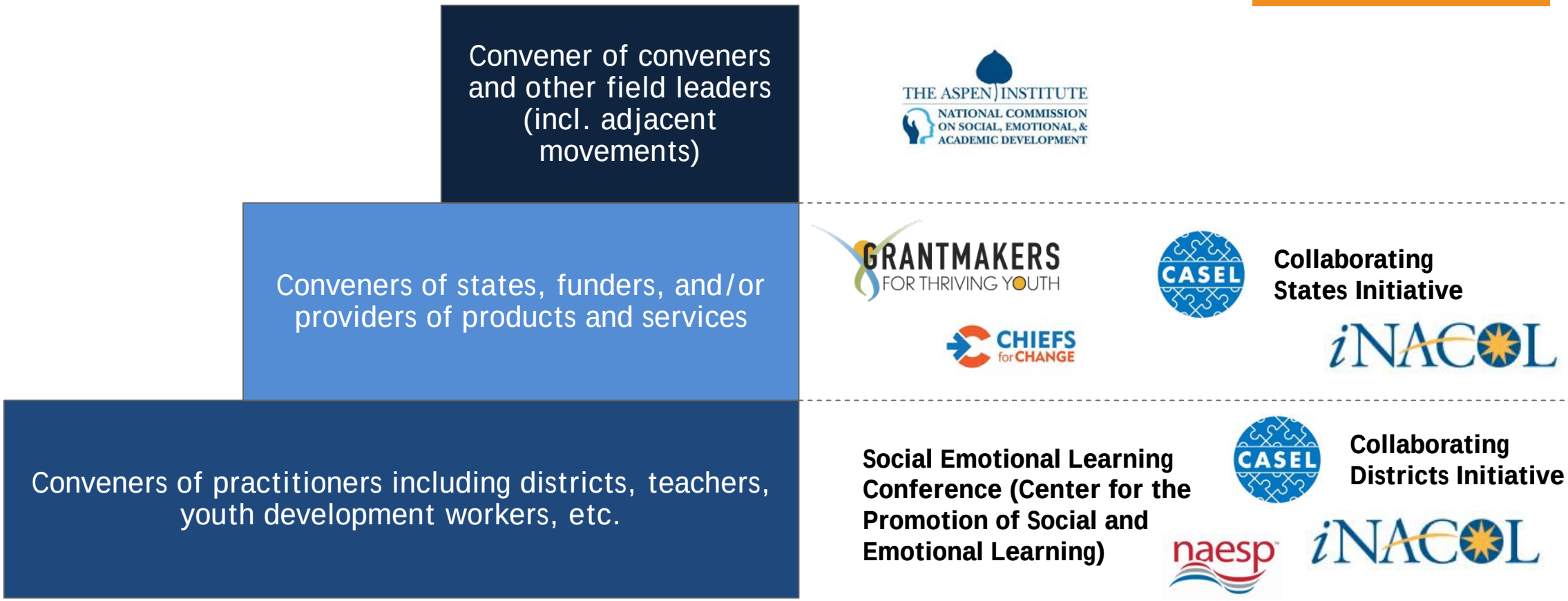
Ensure the core values of the Commission continue to influence how the work in the field is done (e.g., inclusive, multi-disciplinary, equity-focused, emphasis on student and educator voice…)

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)

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Field-wide convening and collaboration | Examples in current field

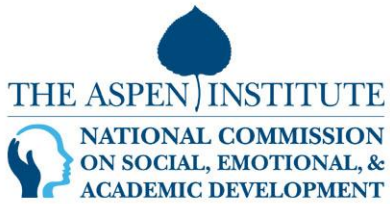
Examples



Convening occurs (and should continue to occur) at different altitudes by different organizations across social, emotional, and academic landscape

Source: Landscape Analysis stakeholder interviews, BCG analysis

Field-wide convening and collaboration | Examples in current field



The National Commission on Social, Emotional, and Academic Development

Launched in November 2016, the National Commission is focused on raising the profile of social, emotional, and academic development and coalescing researchers, practitioners and educators to align behind a shared vision of redesigning education based on how children learn and develop

The 25-member Commission and its collaborative partners are representative of a wide range of experience and expertise. The full Commission ecosystem includes:

- A Council of Distinguished Scientists
- A Council of Distinguished Educators
- A Youth Commission and a Parent Advisory Panel
- Partner and Funder Collaboratives

Collectively the group is working toward 1) Establishing a clear and shared understanding of social, emotional, and academic development, 2) setting the foundation for a community-driven movement, 3) developing a comprehensive change agenda and recommendations in research, practice and policy for how to integrate social, emotional, and academic development in U.S. PK-12 education

Source: About the Commission, The National Commission on Social, Emotional, and Academic Development

Landscape Analysis narrative: A summary of field capacity

Methodology

Synthesis of the Landscape Analysis

Relationship with the National Commission's work

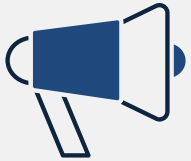
Deep dive on each implementation lever

Lessons from other movements

Appendix

Several lessons emerged from research on prior large-scale change efforts

Engage a broad set of stakeholders in the work to garner diversity of support and avoid being labelled as a particular organization's agenda



Be clear on what you are aiming to accomplish. Develop clear messaging tailored to the relevant audience(s)

Financial incentives, from private and public sources, are a powerful tool to motivate behavior change (though be careful with sustainability and perception of top-down control)

Ensure there are rigorous and transparent means to identify quality and alignment (guarding against implementation "in name only")

Be wary of top-down directives (perceived or real) from powerful stakeholders – local ownership and engagement is essential

Do not move too fast – ensure conditions for strong implementation are in place and develop mechanisms that promote long-term sustainability, including time for local adaptation

Continually support efforts with rigorous research and communications that leverages the research

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Several relevant lessons from prior change efforts for the social, emotional, and academic development movement (I/II)

Implications for field	Examples from other large-scale change efforts	Change effort
Engage a diverse set of stakeholders (e.g., approach, expertise) in the work to garner widespread support and avoid being labelled as driving a particular agenda	⊕ Multi-stakeholder groups drove perception of smoking as public health concern rather than single funder interest ⊕ Roll Back Malaria (RBM) Partnership included 500 organizations, e.g., World Health Organization, UNICEF, etc.; with partners at the country level to ensure local contextualization	• Anti-Smoking • Malaria reduction
Be clear on what you are aiming to accomplish. Develop clear messaging tailored to the relevant audience(s)	⊕ Organizations developed a range of effective communications campaigns and strategies, e.g., "$10 buys a net and saves a life," NightWatch, and SMS messaging, to bring awareness to malaria eradication and reinforce use of nets ⊕ Tangible and clear goals set for movement, e.g., end malaria death by 2016 ≈ Communications exacerbated some teachers' perception of Common Core State Standards (CCSS) as a directive on what to teach ⊕ Policy & advocacy groups increased belief that CCSS would improve college & career-readiness and int'l competitiveness; implemented with limited pushback	• Malaria reduction • Malaria reduction • Common Core • Common Core
Financial incentives, from private and public sources, are a powerful tool to motivate behavior change (though be careful about sustainability and perception of top-down control)	⊕ Race to the Top funding tied to adoption of standards and linkage of student outcomes to teacher evaluation scores, which spurred adoption ⊕ Granting of NCLB waivers contingent on teacher evaluations being based, in part, on student outcomes ⊕ Administrators, teachers, and parents incentivized (at least in certain cases) to have students take and perform well on AP exams	• Common Core; Teacher evaluation • Teacher evaluation • Advanced Placement
Ensure there are rigorous and transparent means to identify quality and alignment	≈ Needed neutral methods of assessing "true" alignment to CCSS, e.g., EdReports, to ensure market response not "in name only," and promote fidelity of implementation	• Common Core

Source: Landscape Analysis stakeholder interviews, BCG Analysis

Several relevant lessons from prior change efforts for the social, emotional, and academic development movement (II/II)

Implications for field	Examples from other large-scale change efforts	Change effort
Be wary of top-down directives (perceived or real) from powerful stakeholders – local ownership and engagement is essential	≈ Involvement of federal gov't perceived by some as threat to states' rights and/or teachers' ability to tailor instruction	• Common Core
	≈ Having single large funder in central role generated perception of top-down approach, and suspicion of private agenda	• Common Core, Teacher evaluation
Do not move too fast – ensure conditions for strong implementation are in place and develop mechanisms that promote long-term sustainability, including time for local adaptation	+ Accountability structures put in place to monitor progress and sustain efforts over long time horizon	• Malaria
	≈ Change required large effort to enhance capacity of schools and districts, which in turn placed additional burden on support organizations, many of which also lacked capacity and resources. Expectations of immediate impact likely unrealistic	• Common Core
	≈ Lack of sufficient implementation capacity (both money and instructional supports) coupled with push for early accountability created friction, e.g., NY linked teacher evals to CCSS tests before teachers supported to deeply grasp new material	• Common Core
	≈ Early linkage of student test scores and teacher evaluations drove perception of reforms as unfair among teachers and union leaders	• Teacher evaluation
	≈ Implementation of teacher evaluation reforms was very resource-intensive for schools, districts, and states (in both time and money), undermining sustainability	• Teacher evaluation
Continually support efforts with rigorous research and communications that leverages the research	+ High-profile studies on the dangers of smoking – and communications campaigns that leveraged the research – galvanized cessation efforts	• Anti-smoking
	+ Public health findings on effective malaria prevention strategies aided in reduction	• Malaria reduction
	+ Research on impact of the teacher and lack of differentiation in existing evaluations galvanized action to reform the system	• Teacher evaluation

Source: Landscape Analysis stakeholder interviews, BCG Analysis

How movements studied align with features of the current social, emotional, academic dev. context

Movements	Description of objectives	Equity focus	Competing priorities	Less discrete goal(s)	Role of grassroots	Disparate players	National scale (U.S.)	Requires behavior change
• Common Core	• Establish uniform K-12 standards for college & career readiness	√	√		√	√	√	√
• Teacher evaluation reform	• Improve teaching quality by increasing validity of evaluations	√	√	√	√	√	√	√
• Advanced Placement (AP)	• Promote college course-taking in high school	√	√				√	
• Anti-smoking	• Reduce national smoking rate	√	√		√	√	√	√
• Malaria reduction	• Eliminate malaria to save lives	√	√		√	√		√

Note: Where a check is missing, the commonality may still exist to a lesser extent

Deep dive: Common Core (I/II)

Overview: What was the context and setting of this movement?
• Growing fear over the declining competitiveness of U.S. students globally and prevalent belief that educational performance contributes to economic strength of nation • Variance in academic rigor and testing across states post-No Child Left Behind/desire for more standardization/concerns about equity • Momentum generated from earlier efforts in standards-based reform in 1990's, with states creating statewide and grade-level proficiency standards, but still lacked coherence due to variations between states • Chair of National Governors Association (NGA) created task force of governors, CEOs, and education experts in 2006-07 who wrote a report in 2008 that laid the foundation for Common Core State Standards (CCSS)

Key drivers: What were primary levers used to catalyze change?		
	Powerful policy and communications efforts	• Education policy and advocacy organizations, e.g., 50 CAN, Fordham Institute, National School Boards Assc, advocated for CCSS, informed members about reform efforts, and communicated the benefits of CCSS, e.g., higher quality, more alignment, economic competitiveness, equity, leading to strong initial adoption across states
	Use of incentive funding	• President Obama and Secretary of Education encouraged states to adopt college and career-ready standards to win $4B in federal Race to the Top grants; leading to widespread state-level planning for implementation
	Rapid market development of resources	• Development of a wide variety of Common Core aligned products, as well as tools to vet alignment with CCSS, e.g., EdReports.org, to aid teacher transition to new instructional practices • Technology platforms aided in high-quality user experiences with CCSS content

Deep dive: Common Core (II/II)

Outcome: What were the measures/evidence of success (or failure)?

Initial widespread adoption
- All but 4 states using CCSS in 2010-11
- 45 states + DC agreeing to use PARCC or SBAC tests

Initial support from educators and public but increase in hostility over time
- Initially 63% of general public and 72% of teachers support, declined to <50% for both groups by 2015
- Publicized movement whereby some students/parents opted out of CCSS tests
- Increased polarization with half of Reps. opposing it vs. 1/4 of Dems.

Some decline in use of standards and significant drop in assessment participation
- Currently 38 states using CCSS, others creating new standards that mimic CCSS
- Only half of states still planning to use CCSS assessments by 2014

What actions worked

Effective initial policy & advocacy strategy
- Policy & advocacy groups increased belief that CCSS would improve students' college & career-readiness and int'l competitiveness, and implemented with limited pushback

Incentive funding spurred action
- Race to the Top (RTTT) was strong motivator in time of economic challenge, with states gaining 40 more points on RTTT rubric for adopting college and career-aligned standards

Marketplace of complementary materials quick to catch up to demand
- Widespread adoption moved the market, with many curriculum and PD providers altering products and claiming alignment to CCSS
- Tech platforms (e.g., LearnZillion) served as third-party distribution channels that allowed content providers to focus on content and provide a better experience to users

What were the pitfalls

Top-down perception caused resistance
- Involvement of federal gov't interpreted by some as threat to states' rights and/or teachers' ability to tailor instruction
- Central philanthropic funder (Gates) seen by some as having too much influence over policy

Stakes attached too early
- While some organizations provided capacity-building support, an overall lack of implementation capacity (both money and instructional supports) coupled with push for accountability created friction, e.g., NY linked teacher evals to CCSS tests before many teachers had command of new material

Parent & educator skepticism
- Concerns standards were not grounded in research
- Length and quality of associated tests increased opposition

Deep dive: Teacher evaluation reform (I/II)

Overview: What was the context and setting of this movement?

- Increased attention to body of research showing that:
  - Teachers are one of the most impactful drivers of student achievement
  - Teacher evaluations were often unable to differentiate among teachers despite differences in effectiveness
  - There is an inequitable distribution of teaching quality, with minority and low-income students having less access to high-quality teaching
- Increasing desire to "professionalize" teaching, enhance performance management, and quantify measures of teacher impact

Key drivers: What were primary levers used to catalyze change?

Prominent examples and high-profile change agents	• Well-publicized reforms and reformers in cities and states sparked conversation and raised awareness
Philanthropic funding	• Millions in initial support funded reforms in many cities and districts, creating pilot projects and models for other sites
Federal policy incentives	• Race to the Top and NCLB waivers encouraged the linkage of student outcomes to teacher evaluations, generating widespread state-level reform
Research and communications	• Strong reliance on research findings communicating the importance of teacher quality and inadequacy of current evaluations

Deep dive: Teacher evaluation reform (II/II)

Outcome: What were the measures/evidence of success (or failure)?

Widespread policy reforms
- States using student outcomes in teacher evals increased from 15 in 2009 to 39 in 2017
- Many states adopted laws increasing the rigor of teacher evaluations and/or weakening tenure

Some roll-back of policy changes over time
- ESSA has more flexible guidelines about role of student outcomes in teacher evaluation
- Six states removed student growth from evals

Research questioning impact on student achievement and distribution of teaching talent
- RAND study of Gates-funded sites found limited impact on the hiring and retention of effective teachers, and no widespread positive impact on student performance and graduation
- In some places, inequity actually increased, with teachers reluctant to move to high-needs schools for fear of low evaluation scores
- Some evidence that reforms made low-scoring teachers more likely to leave schools/districts
- Some districts with more intensive models cite more positive results (e.g., DC, Dallas)

What actions worked

High-profile leadership
- Michelle Rhee and Joel Klein led large-scale human capital efforts in DC and NYC, respectively, attracting widespread attention to issues of teacher evaluation and effectiveness

Sizable philanthropic funding
- Gates Foundation funded large portion ($212M) of overall investments
- Other large investments from the Broad Foundation and New Schools Venture Fund

Federal policy incentives
- Race to the Top encouraged linkage of student test scores and teacher evaluations
- NCLB waivers required linking student outcomes to teacher evaluation

Reliance on research and comms
- TNTP "Widget Effect" (2009) demonstrated the nation's lack of ability to recognize and incentivize teacher effectiveness
- Continual reference to research helped drive policy change

What were the pitfalls

Single central funder attracted resistance and undermined sustainability
- Single primary philanthropic funder (Gates) seen as having too much influence over policy, and many efforts were stopped after funding ran out

Waning support of key stakeholders
- Teacher confidence in the ability of students to benefit from a new teacher evaluation system declined over time
- Teachers and unions skeptical that system was fair or that stakes should be attached to results

Measurement challenges
- Difficulty isolating effects of the policy given:
  - Comparison schools simultaneously changing teacher evaluation policies
  - Multitude of other parallel education policy reforms, e.g., assessment, Common Core, expansion of school choice

Overreliance on single factor to drive change
- Acknowledgment post-mortem that there are other key determinants of student success, e.g., school culture, leadership, etc.

Deep dive: Advanced Placement (I/II)

Overview: What was the context and setting of this movement?

- Pilot started in 1952 with 11 subjects, College Board began administering the program in 1955-56 school year
- *A Nation at Risk* (1983) sparked fear that U.S. students were losing competitiveness in a global economy
- U.S. Dept. of Ed *Tool Box* Reports (1999 & 2006) cited intensity of high school curriculum as a key factor in college completion, with AP exam scores as indicators of academic rigor
- 2007 National Academy of Sciences report argued for more opportunities for U.S. high school students to take advanced coursework

Key drivers: What were primary levers used to catalyze change?

Policy & advocacy at state and federal levels	• Effectively enacted policies that would increase states' use of AP and advocated for more equitable provision and funding of AP courses, particularly for low-income and minority students
Supportive research	• Research from reputable organizations emphasized the importance of challenging coursework in future success, driving expansion of the program
Financial incentives	• Ability to save money on college a potential benefit for families inherent in the program design • In some areas, financial incentives provided to teachers and/or students for students scoring high on AP tests

Deep dive: Advanced Placement (II/II)

Outcome: What were the measures/evidence of success (or failure)?

Large expansion in AP program and tests

- Subjects offered increased from 11 in 1952 to over 30 currently
- Students taking exams increased from ~10k in 1960 to 2.6M in 2016
- Tests taken increased from 14k in 1960 to 2.5M in 2007 and almost 5M in 2017

Courses and exams gained preeminence

- AP now considered premiere program for helping students transition between high school and college

Increased focus on equity and access

- Number and % of low-income, Black, and Hispanic/Latino students taking AP and passing AP tests has grown sizably, though gap with upper income, White, Asian students persists

What actions worked

Effective lobbying drove expansion and federal & state policy

- 30 states have policies that AP scores be used in school evaluations
- Increased emphasis on equity, with civil rights/ civil liberties orgs, e.g., ACLU, suing states with unequal access to AP for low-income & minority students, and AP's "All In" program
- Increase in fed. funding for low-income students to take AP incr. from ~$12M in FY 2008 to $28M in FY 2014

Research supported importance of academic rigor & AP course-taking

- National reports, from e.g., Dept of Ed, helped link AP with college readiness and completion
- Findings that students who perform better on exams had greater success in college

Many stakeholders benefitted from growth

- AP perceived as beneficial for students, teachers, administrators, school culture, college admissions, private school recruitment, etc.

What were the pitfalls

Some questions over time about the product and business model (though continued growth shows the model's overall resilience)

- Some high schools and colleges/universities have opted out over belief that exams are misaligned with needed skillsets
- Media criticism over the non-profit nature of the College Board given the large revenue from AP ($400M) and low test passing rates, especially among minority students

Some recent loss of momentum on the policy front

- New ESSA regulations may reduce spending on AP for low-income students (there will no longer be funding dedicated to AP, but consolidated into a flexible block grant for 40 educational initiatives)

Deep dive: Anti-smoking (I/II)

Overview: What was the context and setting of this movement?

- Increase in smoking in the early 20th century driven by soldiers being provided cigarettes in World War I, new technologies leading to mass production of cigarettes, and aggressive advertising by tobacco companies glorifying smoking
- Per capita cigarette consumption increased from avg. of 54/year in 1900 to over 4,000/year in 1960's
- Lung cancer rates also increased, becoming the most common cancer diagnosis in American men by the 1950's
- Increase in teen smoking rate in 1990's (to over 1/3 of teens) sparked movement to end teen smoking

Key drivers: What were primary levers used to catalyze change?

Strong advocacy and legal action	• Strong advocacy efforts by orgs like American Cancer Society and American Heart Association to reduce first & second-hand smoke • Congress mandated Surgeon General's warning on cigarettes in 1964 • Tobacco companies sued by states over Medicaid costs, higher cigarette taxes imposed, laws created against smoking in public places
Philanthropy-supported collaborative groups	• Robert Wood Johnson Foundation provided $135M to build state and national coalitions
Communications campaigns to spread the message	• Several media & communications campaigns incl. Kick the Habit, Truth Initiative, Tobacco Free Kids
Rigorous research	• Number of medical studies, e.g., National Institutes of Health, conducted on the dangers of smoking and link to cancer

Deep dive: Anti-smoking (II/II)

Outcome: What were the measures/evidence of success (or failure)?

Increased understanding of link between smoking and cancer
- % of Americans who believed smoking caused cancer increased from 44% in 1958 to 78% in 1968

More legislation around smoking
- Hundreds of municipalities passed legislation to protect non-smokers

Decline in smoking rates
- After 50 years of tobacco control, smoking rate decreased from 42% to 15%
- Teen smoking decreased from 36% to 16%

Improved health outcomes
- Estimated 8M American lives saved, with decline in lung cancer rate of 34% for men and 9% for women

What actions worked

Stakeholders collaborated to advocate, shape policy, and change perception
- Coalitions funded by foundations advocated for anti-smoking legislation and led cessation communications
- Legislation increased prices of cigarettes and made smoking more difficult
- Multi-stakeholder groups drove perception of smoking as widespread public health concern rather than single funder interest

Effective and adaptive communication
- Messaging made smoking a socially stigmatized behavior, and shifted to focus on highest priority groups, e.g., teens, and most effective strategies, e.g., control rather than cessation

Research findings corroborated health risks, strengthening movement

Products developed to aid in cessation
- Scientists, doctors, and drug companies gradually developed products and supports to help smokers quit, e.g., patches, gum, counseling

What were the pitfalls

Lack of anticipation of pushback
- In early days, anti-smoking collaboratives did not anticipate/were slow to respond to the tobacco companies' resistance, namely false testimonies about the non-addictive nature of smoking, which confused the public and likely delayed understanding of the dangers of smoking

Deep dive: Malaria reduction (I/II)

Overview: What was the context and setting of this movement?

- Global Malaria Eradication Program of the 1950s/60s eliminated malaria from many regions of the world, but did not achieve global eradication due to failure to adapt interventions to different malaria levels and rising drug and insecticide resistance
- Beginning in 1980, malaria rate began growing at 3% per year, claiming 1.8M lives in 2004 alone
- Roll Back Malaria (RBM) created in 1998, with first Global Malaria Action Plan launched in 2008

Key drivers: What were primary levers used to catalyze change?

Networks of stakeholders aggregating and disseminating resources	• Progress achieved by coordinating stakeholders, e.g., RBM working across the field to build public awareness, aggregate and share technical info with global players, and advocate for increased financial commitment to eliminate malaria
Effective and innovative communications to reach target audiences	• Organizations developed a range of effective communications campaigns and strategies, e.g., “$10 buys a net and saves a life", NightWatch, and SMS messaging, to bring awareness to malaria eradication and reinforce use of prevention nets
Research providing insights on solutions	• Research on malaria led to understanding of effective interventions, e.g., insecticidal nets, that quickly translated to the scale-up of evidence-based practices

Deep dive: Malaria reduction (II/II)

Outcome: What were the measures/evidence of success (or failure)?

Increased access to interventions
- In 2013, almost half the population at risk in sub-Saharan Africa had access to one or more insect nets
- More than 319M rapid diagnostic tests provided in 2013

Decline in malaria-related deaths
- Starting in 2005, worldwide deaths dropped 75% over next 10 years, including large % of children under 5
- Since 2000, more than 6M lives have been saved

What actions worked

Stakeholders working in collaborative networks
- RBM Partnership includes 500 organizations, e.g., World Health Organization, UNICEF, UN Development Program, and developed global framework for mobilizing resources
- Partners work at the country level to ensure most effective use of resources
- Coalitions engaged both health and non-health actors, public and private sectors

Effective advocacy and communications
- Advocacy groups successfully increased political commitment, international and domestic financing
- Communications campaigns demonstrated evidence in changing behavior of those in affected regions

Research identified effective interventions, and strategy and change management experts helped stakeholders develop aligned strategy

Stakeholders identified a clear, understandable goal
- Leaders, e.g., the Gates Foundation, named global elimination as the final goal, which could be easily understood by those in and outside the field

What were the pitfalls

Overly ambitious aspirations divided the field
- Calling for eradication, which is both lofty and costly, led to division among public health experts who disagreed about its political feasibility, likely slowing progress

Landscape Analysis narrative: A summary of field capacity

Methodology

Synthesis of the Landscape Analysis

Relationship with the National Commission's work

Deep dive on each implementation lever

Lessons from other movements

Appendix

Summary of opportunities identified

Landscape Analysis: synthesis of opportunities (I/VIII)

Lever	Field status and momentum	Opportunities
i **School & program design models, curriculum, and other tools**	**School-based programs and curricula** • 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) **Curriculum aggregators and evaluators** • 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 • 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	**School-based programs and curricula** • 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 **Curriculum aggregators and evaluators** • 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)

Landscape Analysis: synthesis of opportunities (II/VIII)

Lever	Field status and momentum	Opportunities
i **School & program design models, curriculum, and other tools (continued)**	**School and program design models** • 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	**School and program design models** • 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
	OST programs and curricula • 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 organizational, management and leadership capacity collectively hinder both access to and quality of services • 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)	**OST programs and curricula** • 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 • 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

Landscape Analysis: synthesis of opportunities (III/VIII)

Lever	Field status and momentum	Opportunities
ii **Continuous improvement systems, measurement and frameworks**	**Measurement and assessment** • 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., – 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 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)	**Measurement and assessment** • 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
	Research • 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)	**Research** • 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

Landscape Analysis: synthesis of opportunities (IV/VIII)

Lever	Field status and momentum	Opportunities
iii **Technical assistance**	• 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 • 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	• 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 • 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 heath/ mental health system • Support OST programs and systems with resources to invest in high-quality professional development for staff and leadership
iv **Networks and learning communities**	• 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	• Facilitate wider adoption of social, emotional, and academic development by place-based networks and learning communities, via: – 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

Landscape Analysis: synthesis of opportunities (V/VIII)

Lever	Field status and momentum	Opportunities
v **Pre-service training**	• 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 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	• Support organized policy effort to impact licensure requirements within each state for both front-line educators and leaders • 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
vi **In-service training**	• 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	• 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

Landscape Analysis: synthesis of opportunities (VI/VIII)

Lever	Field status and momentum	Opportunities
vii xii **Public funding** **Engage and advocate to local, state and federal policy makers to enhance and create supportive conditions for implementation**	• 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)	• 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)
viii **Philanthropic funding**	• 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) • Greater alignment and collaboration across funders also would be helpful; there are several existing coordinating structures that could be assets in this ongoing work	• Increase philanthropic resources committed to social, emotional, and academic development by engaging: – 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 • Leverage existing funder collaborative structures to enable continued collective engagement and potentially greater funder collaboration around priority needs and opportunities in the field

Landscape Analysis: synthesis of opportunities (VII/VIII)

Lever	Field status and momentum	Opportunities
ix **Youth voice and leadership**	• 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	• 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
x **Local coalition building and high visibility public campaigns**	• 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	• 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 • Encourage cross-sector local coalitions that include schools; out-of-school time programs; parent organizations; and local youth arts, sports and STEM organizations
xi **Educator engagement via networks and social media**	• 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	• 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

Landscape Analysis: synthesis of opportunities (VIII/VIII)

Lever	Field status and momentum	Opportunities
Aligning and convening the field (xiii, xiv)	**National and regional associations** • 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 **Field-wide convening and collaboration** • It is very unlikely that the Commission's recommendations will have the desired impact if there is not an organized, ongoing movement • 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	**National and regional associations** • 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 **Field-wide convening and collaboration** • Communicate about and engage on a vision and recommendations for what is needed (i.e., recommendations in Report from the Nation) • 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)