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| **Name of Grant Program:** Integrating Social and Emotional Learning into Academic Learning | **Fund Code:** 151  |

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| Priority 1: Social and Emotional Learning Indicator System (SELIS) Project Overview |

**Background:**

The Social and Emotional Learning Indicator System (SELIS) survey supports a strength-based, tiered approach to developing students’ social and emotional (SE) learning competencies. Developed by researchers in partnership with the Collaborative for Academic, Social, and Emotional Learning ([CASEL](https://casel.org/core-competencies/)), SELIS identifies students’ self-reported SEL strengths in five core competencies. The data enables educators to support students in areas in need of development within a tiered system of support.

In 2018, Massachusetts Department of Elementary and Secondary Education (DESE) DESE partnered with the Monomoy school district to field test SELIS. To date, they have administered it each fall and spring to students in grades 3 – 11, including when students were schooled at home due to CoVid. DESE analyzed their data and provided the district with SELIS scores (overall score and five SE competency scores) and data visualization maps (SWON maps) for each student. SWON maps are a powerful visualization tool that allows students and educators to quickly identify an individual student’s SE strengths and areas for development and support. SELIS survey data is now part of the district’s strategic plan and integrated into their tiered system of support.

As a project within this grant opportunity, DESE plans to scale up the SELIS project by providing more districts with SELIS data, technical assistance to make meaning of the SEL data in an integrated system of support, and professional development to support effective, culturally responsive SEL development strategies.

**SELIS Project Goals/Likely Supports:**

1. To offer up to 10 districts with a measure that identifies individual students’ social and emotional strengths and areas for development, and helps them to understand differences in how groups of vulnerable students within their communities view their social and emotional skills
2. Technical assistance to help districts analyze and interpret SELIS data and accompanying data visualizations (SWON maps) to best support students’ social and emotional development
3. Workshop on integrating SELIS data with other administrative data (e.g., attendance, suspension, VOCAL, EWIS) to inform and support districts’ tiered systems of student supports
4. To foster a SELIS network that collaborates and shares effective SE assessment and integration strategies that optimize districts’ tiered systems of supports.
5. Professional Development (PD) to guide and support districts in using effective, equitable, and culturally responsive SEL strategies in the school and classroom environment (*note: this PD will be offered in conjunction with Part B of the grant and is not in addition to the PD offered in Priorities 2a, 2b, or 2c.*)
6. To offer a small group of interested districts (2 to 3 districts) in Year 2 of the project with training, mentoring, and support to run and analyze their own SELIS data using Winsteps’ Rasch-based software tool (an affordable program)
7. To pilot test new SEL items and ensure that the SELIS survey is psychometrically sound (reliable and valid) and equitable for students from diverse communities and vulnerable populations
8. To conduct research on the relationship between students’ perceptions of their SE skills, their perceptions of school climate (VOCAL), and their academic achievement.

DESE is seeking up to 10 districts to participate in the two-year SELIS grant project. In addition, in Year 2 of the project, it is seeking 2 to 3 districts from Year 1 who would like to and have the capacity to run and analyze their own SELIS surveys. The Districts participating in the SELIS project (Part A) can be stand-alone (only participate in the SELIS survey project) or ones who also choose to participate in Part B of the grant.

**District commitment:**

**For the districts that chose to participate in the SELIS project, these districts will:**

### Create a district team to support the SELIS project within the district. An ideal team could include: a District SEL/Student Services Director; a data analyst/coordinator; a computer/technology specialist; and a counselor(s)/educator(s)

### Attend a DESE-led webinar on the SELIS survey project and how to collect SELIS survey data and provide SELIS data to DESE (DESE will offer its Surveygizmo collection tool)

### Administer the SELIS survey to students at least once but no more than twice during the school year (note, in Year 1, there will only be time to administer SELIS in February/March of 2021). **All districts, at a minimum, must administer the SELIS survey in grades 4, 5, 8, and 10.**

### Attend an in-person or virtual half-day training on interpreting SELIS data and its accompanying data visualization tool (SWON maps)

### Attend an in-person or virtual workshop to learn how Monomoy Regional School District’s Director of Student Services (Melissa Maguire) uses and integrates SELIS data and SWON maps into her district’s tiered system of student supports

1. Attend an in-person or virtual PD opportunity that is designed to support districts in using effective, equitable, and culturally responsive SEL strategies in the school and classroom environment.

### Attend in-person or virtual SELIS network meetings to share experiences and collaborate with other participating districts

### **Administer the Views of Climate and Learning (VOCAL) student school climate survey** during MCAS 2021 and MCAS 2022 in grades 4, 5, 8, and 10.

**For the 2 to 3 districts interested in learning how to run and analyze their own SELIS survey, in Year 2, they will:**

1. Take part in all of the Year 1 commitments outlined above
2. Purchase Winsteps Rasch-based software ($149 annual fee)
3. **Self**-administer SELIS twice in Year 2 of the SELIS project (fall and spring)
4. Provide a data analyst to work with DESE to learn how to run and analyze the SELIS survey data; it is hoped that this will be hands-on, in-district training (a 2‑day commitment for each survey administration).
5. Provide DESE with feedback on its training materials and suggest ways to improve them

**Please complete SELIS (Part A) application form that is available** [**here**](https://www.surveygizmo.com/s3/5477222/SELIS-Project-Application)**.**