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

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

**Reminder: Please complete all required grant forms, including the SELIS (Part IIIA) application form that is available** [**here**](https://survey.alchemer.com/s3/6845884/SELIS-Project-Application-2022-23)**.**

**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 2020, Massachusetts Department of Elementary and Secondary Education (DESE) partnered with 10 school district (Cohort 1) to undertake a 2-year pilot of SELIS. Most districts administered SELIS in the fall and spring to students in grades 3 – 11. In Year 1, DESE provided the survey platform, analyzed districts' data and provided the districts with SELIS scores (overall score and five SE competency scores) and data visualization maps (SWON maps – Strengths, Weaknesses, Opportunities, Needs) 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 districts' strategic plans and integrated into their tiered systems of support. In Year 2 (School Year 2021-2022), 8 districts were trained to understand how SELIS scores are produced, and how to analyze and interpret the data in Excel.

As a project within this grant opportunity, DESE plans to scale up the SELIS project by providing a second cohort of up to 10 districts with SELIS data, and technical assistance to make meaning of the SEL data in an integrated system of support. Addition opportunities for professional development to support effective, culturally responsive SEL development strategies will be shared with grantees as appropriate.

**Subject to appropriations and resources, DESE plans to:**

1. Fund a second cohort of up to 10 districts (Cohort 2) for the SELIS project beginning the fall of 2022; this cohort will be supported for two years by DESE – Fiscal Year (FY) 2023 and FY2024.
2. Fund Cohort 1 districts to continue administering SELIS, analyzing SELIS data, and supporting the SELIS community of practice; this support will continue for two years FY2023 and FY2024.

**SELIS Project Goals/Likely Supports:**

1. To offer Cohort 1 (8 districts) and Cohort 2 (up to 10 new 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. Provide Cohort 2 with technical assistance to help districts analyze, interpret, and integrate SELIS data and accompanying data visualizations (SWON maps) to best support students’ social and emotional development, and to inform and support districts’ tiered systems of student supports.
3. Provide Cohort 1 and Cohort 2 with a workshop on measuring, monitoring, and make meaning of trends in students’ SELIS scores.
4. To foster a SELIS community of practice that collaborates and shares effective SE assessment and integration strategies that optimize districts’ tiered systems of supports.
5. To ensure that the SELIS survey continues to be psychometrically sound (reliable and valid) and equitable for students from diverse communities and vulnerable populations.
6. To conduct research on the relationship between students’ perceptions of their SE skills, their perceptions of school climate (VOCAL), and their academic achievement.
7. (Optional) Professional Development (PD) to guide and support districts in using effective, equitable, and culturally responsive SEL strategies in the school and classroom environment. Confirmed PD opportunities will be shared when confirmed.

DESE is seeking **up to 10 new districts** **to form** **Cohort 2**; these districts will participate in the two-year SELIS grant funding opportunity. DESE is also accepting applications from **Cohort 1** who would like to receive continued support from DESE. SELIS districts (Cohort 1 or Cohort 2) 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.

**Cohort 2: New Districts’ Commitments:**

1. 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)
2. Attend a DESE-led webinar on the SELIS survey project and how to collect SELIS survey data (DESE will offer its Alchemer survey platform)
3. Administer the SELIS survey to students at least once but no more than twice during the school year. **All districts, at a minimum, must administer the SELIS survey in grades 4, 5, 8, and 10.**
4. Attend an in-person or virtual training on interpreting SELIS data and its accompanying data visualization tool (SWON maps)
5. Attend an in-person or virtual workshop to learn how to analyze, interpret, and integrate SELIS data (analyses designed to inform multi-tiered system of support (MTSS))
6. Attend in-person or virtual data analyses workshop(s) to support districts in monitoring and make meaning of trends in students' SELIS scores.
7. Attend in-person or virtual SELIS network meeting(s) to share experiences and collaborate with other participating districts
8. **Administer the Views of Climate and Learning (VOCAL) student school climate survey** during MCAS 2023 and MCAS 2024 in grades 4, 5, 8, and 10.

**Cohort 1: District commitment:**

1. Create a district team to support the SELIS project within the district.
2. Administer the SELIS survey to students at least once but no more than twice during the school year. **All districts, at a minimum, must administer the SELIS survey in grades 4, 5, 8, and 10.**
3. Attend in-person or virtual data analyses workshop(s) to support districts in monitoring and make meaning of trends in students' SELIS scores.
4. Attend in-person or virtual SELIS network meeting(s) to share experiences and collaborate with other participating districts
5. **Administer the Views of Climate and Learning (VOCAL) student school climate survey** during MCAS 2023 and MCAS 2024 in grades 4, 5, 8, and 10.