**Integration of Social-Emotional Learning into Academics through Service-Learning**

*Social and emotional competencies serve as a foundation for achieving academic goals, while academic instruction also provides a ripe opportunity for teaching and practicing [social and emotional learning (SEL)]. Through schoolwide SEL, [schools] can ensure that SEL is woven throughout academic instructional time to support and deepen learning* [*(CASEL)*](https://schoolguide.casel.org/focus-area-3/classroom/integration-of-sel-and-instruction/)

This pathway will support teams of educators to create and implement units in which:

* SEL standards/goals are explicitly and clearly embedded into academic learning.
* Students regularly share their perspectives on how social and emotional competencies connect to what they are learning.
* Teachers actively engage students in co-constructing knowledge and making meaning of content through a service-learning\* model that includes classroom discussions and collaborative structures.
* Teachers use a service-learning model of instruction to foster student ownership over their learning, including connecting their perspectives and experiences to instruction in identifying and solving problems or needs important to them.

**Key Grant Requirements/Expectations:**

* Establish a team (that includes both school administrators and educators) to create an action plan for: identifying/creating at least two (2) academic courses in which to embed SEL/SL units, and the scheduling, planning supports needed to implement these units.
* Send up to four (4) educators to attend a summer 2024 institute (likely 3-days) to design a SEL/SL unit integrated into an academic course.
* Design and implement at least two (2) units in two (2) different academic classes during the 2024-25 school year.
* Engage in coaching/support throughout planning and implementation.
* (optional) Use the **Social and Emotional Learning Indicator System (SELIS)** survey for teachers to assess and for students to self-assess and reflect on their SEL strengths and areas for growth throughout. *Applicants that choose this option may apply for up to an additional $10,000.*
* Engage in a professional learning community (PLC) with other participating districts.
* Document and share units and students’ work to peers to promote more SEL/SL units as part of academic classes, including at tentative statewide end-of-year celebration event.

**Allowable Fund Use**

* Stipends for teachers and other school staff to participate in professional development outside of normal work hours.
* Stipends for staff doing additional coordination/planning outside of normal work hours.
* Materials and supplies, to support student-led service-learning projects, and administration and analysis of SELIS surveys (if applicable).
* Contracts with DESE-pre-qualified vendor(s) to support PD, including related coaching and associated materials.
* Travel or other costs (e.g., substitutes if needed, etc.) to support participation in PD, including the end-of-year celebration, which may also include transporting students to participate.

**Funding**

Applicants may apply for up to $50,000 (plus an additional $10,000 if opting to participate in SELIS.)

**Vendor Set-Aside**

*DESE is in process of approving one or more vendors with which grantees under this category will work to provide training and support for this project.  Grantees must budget the following that will go directly to the selected approved vendor:*

* $10,000 (flat rate) to DESE-selected vendor to deliver summer (and/or school year) professional development, coaching/site visits, coordinate the PLC(s) and provide associated materials.

*Additional funds may be budgeted for the vendor, if desired, for services beyond those outlined above.*

\*Service-learning is a method of teaching and learning that challenges students to identify, research, propose and implement solutions to real needs in their school or community as part their curriculum.