

# Social- Emotional Learning

## Policy Goals



All children acquire social-emotional learning competencies in educational settings, inside and outside of school.<sup>1</sup>



SEL competence is measured to help inform and improve teaching and learning.



All entities that interact with children include evidence-based social-emotional learning as part of every child's experience.



Appropriate funding is made available to achieve any or all of these goals.



All adults in entities that interact with children obtain ongoing, evidence-based professional learning on social-emotional learning.

# Policy Pathways

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## Develop SEL competencies in all students

- Early learning programs through grade 12 adopt developmentally appropriate, evidence-based SEL programs and practices.
- SEL is prioritized, aligned, and coordinated within and across entities<sup>2</sup> and activities.
- Expanded learning opportunities and out-of-school time activities include SEL.
- Develop, adopt, and implement SEL standards across the states.
- For young people struggling in various areas (such as academics, health, safety, and school climate), include SEL interventions when applicable.<sup>3</sup>

## Fund SEL

- Fund adoption and implementation of evidence-based SEL assessment, programs, and practices.
- Establish and increase funding for SEL from various federal, state, and local sources.

## Support educators

- Educator preparation providers integrate evidence-based SEL as a core component in their preparation of new educators.
- Educator certification and licensure renewal include demonstration of SEL teaching competency.
- School and out-of-school personnel who regularly interact with children obtain ongoing professional learning in SEL for themselves as well as for the children.

## Assess SEL programs and practices

- Collect and analyze data on SEL competencies.<sup>4</sup>
- Collect and analyze data on SEL programs and practices.
- Collect and analyze data that might identify linkages between SEL and other domains.<sup>5</sup>
- Collect and analyze data in order to inform and improve SEL teaching and learning.

## Notes

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1. Social-emotional learning instruction serves as an integral part of a broader need to foster sustained improvements in safe, supportive, equitable, and engaging learning environments, but is insufficient on its own. This goal focuses on Committee for Children's efforts in developing a broader, coherent, holistic framework for SEL.
2. Such entities might include schools, after-school and extracurricular programs, summer school programs, early learning programs, day care centers, and youth detention facilities.
3. Applicability might include significant or chronic underperformance by a student, subgroup, school, district, charter management organization, region, or state.
4. Such competencies might include self-regulation, social awareness, and responsible problem-solving.
5. Other domains might include academic achievement, school climate, out-of-school suspensions and student absenteeism, school violence, and educator absenteeism and retention.

# Child Sexual Abuse Prevention

## Policy Goals



All adults, especially those in schools and youth-serving organizations, obtain periodic, evidence-based training on prevention, identification, and intervention of child sexual abuse<sup>1</sup> (CSA) for all ages of children. All adults in those entities report suspected CSA.



Measure effectiveness of CSA programs to improve child protection.



Appropriate funding is made available to meet these goals.



Children of all ages obtain developmentally appropriate, evidence-based sexual abuse awareness, prevention, and protection skills.

# Policy Pathways

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## Empower and protect children

- Expand the definition of mandated reporters to include all adults, especially those who work or volunteer in any capacity in a youth-serving organization that provides services or instruction to minor children.
- Schools provide developmentally appropriate, evidence-based sexual abuse and assault awareness, prevention, and protection instruction to students.

## Support youth-serving organizations (YSOs)

- Provide guidance to YSO leaders on developing child sexual abuse prevention policies and procedures.
- Include best practices models of screening and hiring protocols, codes of conduct, safe physical and virtual environments, reporting procedures,<sup>2</sup> and available training.

## Support adults

- Periodically train all school and YSO employees and volunteers on detection and intervention.
- Periodically train all school and YSO employees and volunteers on prevention and protection.
- Training programs are evidence-based.

## Assess and fund child protection programs

- Evaluate efficacy of child sexual abuse prevention and protection training and programs.
- Provide public data on child sexual abuse in an accessible, user-friendly format.
- Fund adoption and implementation of child sexual abuse prevention programs.<sup>9</sup>

## Notes

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1. Where we use the term "sexual abuse," that includes what states might also define as child sexual assault.
2. For example, several states have recently proposed designating one person to receive reports from the employees of their organization and then report out to authorities as appropriate, rather than having all employees report out separately. As another example, several states immunize reporters from legal retaliation when reporting.
3. Because caregivers are seldom regulated under the law, we have not focused on them in our strategy; however, we would support efforts to work with caregivers, similarly to how we support other adults and YSOs focused on child protection. For example, if there is a grant opportunity to develop child protection skills with a set of parents, we would be inclined to support that. This pathway is meant to allow for such opportunities.

# Bullying Prevention

## Policy Goals



All adults in entities<sup>1</sup> that interact with children obtain periodic, evidence-based training on prevention and identification of bullying behavior,<sup>2</sup> as well as developmentally appropriate responses and interventions to such behavior. All adults in entities that interact with children report incidents of bullying.



All children obtain developmentally appropriate, evidence-based bullying prevention skills.



Integrate bullying prevention with other responses and interventions that foster sustainable improvements in safe, supportive, engaging, and equitable learning environments.



Appropriate funding is made available to achieve any or all of these goals.

## Policy Pathways

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### Empower and protect children

- Schools provide developmentally appropriate, evidence-based bullying prevention instructional program to students.

### Support adults

- All adults whose position requires regular interaction with children report incidents of bullying to a designated authority.
- All adults whose position requires regular interaction with children obtain regular, evidence-based training on bullying recognition, prevention, and responses.

### Assess bullying prevention programs

- Collect and analyze data on and related to bullying.
- Provide public data on bullying in an accessible, user-friendly format.

### Fund bullying prevention programs

- Fund adoption and implementation of bullying prevention assessment, programs, and practices.
- Establish and increase funding for anti-bullying programs and practices from various federal, state, and local sources.

## Notes

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1. Such entities might include schools, after-school and extracurricular programs, summer school programs, early learning programs, day care centers, and youth detention facilities.
2. Bullying sits within a spectrum of behaviors that undermine safe, supported, equitable, and engaging learning environments. Because every state has a distinct statutory scheme addressing bullying, we include bullying here with knowledge that broader policy must integrate bullying among other challenges on that spectrum.