Illinois State Board of Education

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Darren Reisberg
Chair of the Board

Dr. Carmen I. Ayala
State Superintendent of Education

MEMORANDUM

TO: The Honorable JB Pritzker, Governor
                The Honorable Jim Durkin, House Minority Leader
                The Honorable Don Harmon, Senate President
                The Honorable Dan McConchie, Senate Minority Leader
                The Honorable Emanuel "Chris" Welch, Speaker of the House

FROM: Dr. Carmen I. Ayala
                State Superintendent of Education

DATE: March 1, 2021

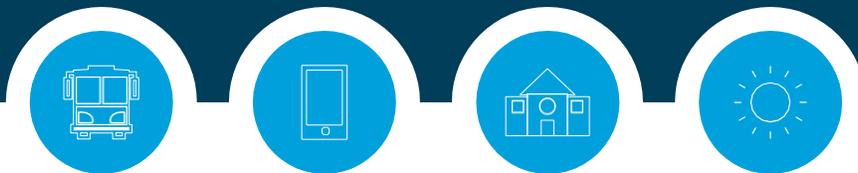SUBJECT: Emotional Intelligence and Social Emotional Learning Task Force Final Report

The Emotional Intelligence and Social Emotional Learning Task Force Final Report pursuant to 105 ILCS 5/27-23.12.

This report is transmitted on behalf of the State Superintendent of Education. For additional copies of this report or for more specific information, please contact Amanda Elliott, Executive Director, Legislative Affairs at (217) 782-6510 or aelliott@isbe.net.

cc: Secretary of the Senate
             Clerk of the House
             Legislative Research Unit
             State Government Report Center

2021 Emotional Intelligence and Social Emotional Learning

Report and Recommendations

Prepared by the Members of the Emotional Intelligence and Social Emotional Learning Task Force

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Emotional Intelligence and Social Emotional Learning Task Force Members

Jeff Aranowski, Illinois State Board of Education, Chair

Raul Gaston, Illinois Principals Association, Vice Chair

Brenda Cook, Community Consolidated School District 146

Theo Eddins, Regional Alternative School

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Emotional Intelligence and Socia Emotional Learning Legislation

The development of curriculum and assessment guidelines and best practices for emotional intelligence and emotional learning were required by 105 ILCS 5/27-23.12; therefore, the Emotional Intelligence and Social Emotional Learning (EISEL) Task Force was created.

The Task Force was assigned to develop age-appropriate, emotional intelligence and social and emotional (SEL) learning curriculum and assessment guidelines and best practices for elementary schools and high schools. The guidelines shall, at a minimum, include teaching how to recognize, direct, and positively express emotions.

105 ILCS 5/27-23.12

Sec. 27-23.12. Emotional Intelligence and Social and Emotional Learning Task Force. The Emotional Intelligence and Social and Emotional Learning Task Force is created to develop curriculum and assessment guidelines and best practices on emotional intelligence and social and emotional learning, including strategies and instruction to address the needs of students with anger management issues. The Task Force shall consist of the State Superintendent of Education or his or her designee and all of the following members, appointed by the State Superintendent:

(1) A representative of a school district organized under Article 34 of this Code.

(2) A representative of a statewide organization representing school boards.

(3) A representative of a statewide organization representing individuals holding professional educator licenses with school support personnel endorsements under Article 21B of this Code, including school social workers, school psychologists, and school nurses.

(4) A representative of a statewide organization representing children's mental health experts.

(5) A representative of a statewide organization representing school principals.

(6) An employee of a school under Article 13A of this Code.

(7) A school psychologist employed by a school district in Cook County.

(8) Representatives of other appropriate State agencies, as determined by the State Superintendent.

Members appointed by the State Superintendent shall serve without compensation but shall be reimbursed for their reasonable and necessary expenses from funds appropriated to the State Board of Education for that purpose, including travel, subject to the rules of the appropriate travel control board. The Task Force shall meet at the call of the State Superintendent. The State Board of Education shall provide administrative and other support to the Task Force.

The Task Force shall develop age-appropriate, emotional intelligence and social and emotional learning curriculum and assessment guidelines and best practices for elementary schools and high schools. The guidelines shall, at a minimum, include teaching how to recognize, direct, and positively express emotions. The Task Force must also make recommendations on the funding of appropriate services and the availability of sources of funding, including, but not limited to, federal funding, to address social and emotional learning. The Task Force shall complete the guidelines and recommendations on or before March 1, 2020. Upon completion of the guidelines and recommendations the Task Force is dissolved.

(Source: PA 100-1139, eff. 11-28-18; 101-81, eff. 7-12-19; 101-498, eff. 6-1-20.)

EISEL Executive Summary

Public Act 100-1139, which was filed by Representative Natalie A. Manley, became law on November 28, 2018. Included in the law was an amendment to the School Code authorizing the creation of an Emotional Intelligence and Social Emotional Learning Task Force to develop curriculum guidelines on emotional intelligence.

In pursuance of these goals, the Emotional Intelligence and Social Emotional Learning Task Force met ten times between November 2019 and January 2021 via video conference in both Springfield and Chicago on the following dates:

November 13, 2019	September 15, 2020
January 14, 2020	October 20, 2020
February 11, 2020	November 17, 2020
March 11, 2020	January 26, 2021
August 18, 2020	February 16, 2021

Support for the Task Force was provided by Illinois State Board of Education (ISBE) staff. All meeting materials can be found at https://www.isbe.net/Pages/SEL-Task-Force.aspx.

The Emotional Intelligence and Social and Emotional Learning Task Force was created to research curriculum and assessment guidelines and best practices on emotional intelligence and social and emotional learning. Four work groups were created to study further and make recommendations to strengthen emotional intelligence and social emotional learning: SEL Standards, SEL Screener, SEL Support and Resources, and SEL Partnerships. Support for the work groups was provided by ISBE staff.

Recommendations of EISEL Task Force

- Update the State Adopted SEL Standards
    - SEL is relevant for all students in all schools and affirms diverse cultures and backgrounds.
    - SEL is a strategy for systemic improvement, not just an intervention for at-risk students.
    - SEL is a way to uplift student voice and promote agency and civic engagement.
    - SEL supports adults to strengthen practices that promote equity.
    - Schools must engage students, families, and communities as authentic partners in social and emotional development.
- Create supports to implement Universal Screening in Illinois. Collaborate with Illinois Department of Public Heath regarding 105 ILCS 5/27-8.1, which includes the following requirement for screening: "The Department of Public Health shall promulgate rules and regulations specifying the examinations and procedures that constitute a health examination, which shall include an age-appropriate developmental screening, an age-appropriate social and emotional screening…"

Products of EISEL Task Force

- SEL Support and Resources Guide – This guide was created to help districts install structures and systems needed to support integrated social, emotional, behavioral learning in their multi-tiered systems of support (MTSS) framework.

- SEL Partnerships -- Steps were taken to engage communities in social emotional learning.

Public Act 100-1139 specified two requirements for the Task Force:

1) **"The Task Force shall develop age-appropriate, emotional intelligence and social and emotional learning curriculum and assessment guidelines and best practices for elementary schools and high schools. The guidelines shall, at a minimum, include teaching how to recognize, direct, and positively express emotions."**
The supports and resources work group created a guide for social, emotional, and behavioral (SEB) leaders to use with a District-Community Leadership Team for installing structures and systems needed to support integrated social, emotional, and behavioral learning in their MTSS framework. The goal is for teams to examine their current system using installation activities and generate actions to move toward a more efficient and effective service delivery model.

   The report does not explicitly include curriculum that was developed by the task force, but it does include non-regulatory guidance by which local schools can adopt curriculum that best meets their specific needs. Curricular adoption is a local process. It requires schools to collaborate with parents, students, educators, and community stakeholders to best determine how to meet the needs of all their students in achieving the appropriate state standards. A common misconception with social, emotional, and behavioral efforts is that there are stand-alone programs that can be adopted outside of the regular classroom setting. While there are initiatives that can be a value add to those efforts, SEB efforts ultimately need to be embedded in classroom teaching and learning. The very core of learning is grounded in social, emotional, and behavioral growth. The complex relationship between content standards, SEB Standards, curriculum, and instruction dictates that the creation of curriculum content is best left to local schools/districts. The guidance outlined in this report is grounded in evidence and best practice for effectively meeting local needs.

   We do have some state adopted standards-aligned assessments, but there is no one best way to assess social, emotional, and behavioral standards. The non-regulatory guidance in this document outlines the research and best practices regarding universal SEB screening and options for assessment within schools. Included in the guidance are details about how local school districts can establish systems to select the appropriate screener/assessment that aligns to their community needs. Furthermore, details about utilizing the outcomes from those screeners/assessments to inform Tier 1 instruction and subsequent Tier 2 and 3 interventions.

2) **"The Task Force must also make recommendations on the funding of appropriate services and the availability of sources of funding, including, but not limited to, federal funding, to address social and emotional learning."**
Included in this report is an overview of funding sources to support social, emotional, and behavioral learning initiatives.

Funding Supports for Social Emotional Learning

Guiding Questions for Consideration

1. How do we help supports schools in planning strategically to support the whole child and developing budgets to fund those efforts?
   a. What are the desired outcomes?
   b. How much funding is necessary to achieve the identified outcomes?
   c. What process does the local district utilize when developing a budget?
2. What factors (statutory or otherwise) create inequities in the allocation of resources?
3. Is funding flexible and stable enough to ensure effective plan/budget implementation?

Sources of Funding

State Funds

The main sources of funds in Illinois for local districts comes from Evidence-Based Funding (EBF). The Evidence-Based Funding for Student Success Act (Public Act 100-0465) was signed into law on August 31, 2017. This law comprehensively changed the way that school districts receive the bulk of state funds. EBF sends more resources to Illinois' most under-resourced students. EBF takes the necessary first steps toward ensuring that all schools have the resources they need to provide a safe, rigorous, and well-rounded learning environment for all students. EBF demonstrates new mindsets for understanding the relationship between equity, adequacy, and student outcomes. In addition to EBF, there are state grants and line items to support specific programs or efforts -- Special Education, Transportation, After School Programs, etc.

Federal Funds

Source	Summary of Intent	Allowable Use[1]
Title I, A	To help meet the educational needs of low-achieving students in schools with high concentrations of poverty.	Supplemental activities to improve education quality and help ensure that all children meet challenging state academic standards.
Title II	To help strengthen the quality and effectiveness of teachers, principals, and other school leaders.	Activities to support teachers, principals, and other school leaders (and, in some cases, other school staff).
Title III	To help support English Learners (ELs).	Activities to provide effective language instruction educational programs; to provide effective professional development; and to provide engagement activities for parents, families, and communities. Districts may use these funds for other activities to assist ELs in learning English and meeting state academic standards.

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[1] https://www.isbe.net/Documents/Technical-Assistance-Tour-Allowable-Use-Funds.pdf

Title IV	To improve student academic achievement by increasing the capacity to (1) provide all students with access to a well-rounded education, (2) improve school conditions for student learning, and (3) improve the use of technology and digital literacy.	A wide variety of activities to support a well-rounded education, safe and healthy students, and the effective use of technology

Other Funds

- Grants from foundations or corporations
- Community partnerships
- Local community appropriations

The Every Student Succeeds Act created a new age of flexibility[2] in regard to federal education resources.

Here are a few examples:

- Transferability[3]: Allows movement of resources among most Title programs (Elementary and Secondary Schools Act [ESEA] Section 5103).
- Consolidation[4]: Allows merging of resources to support the administration of the program aligned to design of the intervention [ESEA Section 8201(a)].
- Discretion for School and District Improvement[5]: Federal law offers a lot of latitude to administrators for how and where to direct resources to improve outcomes [ESEA Section 1111(d)(1)(B) and (d)(2)(B)].

Braiding or blending of funds are other ways that schools can utilize federal flexibility. .

- Braiding: Each funding source pays for specific components, which are tracked and reported back to the funder.
- Blending: Funding sources do not have to be separated and tracked.

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[2] http://www.ncesd.org/wp-content/uploads/2017/03/UnlockingStateFederalProgramFunds.pdf
[3] https://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf
[4] https://www2.ed.gov/policy/elsec/leg/essa/essa-flexibilities-document-for-publication.pdf
[5] https://www2.ed.gov/policy/elsec/leg/essa/essa-flexibilities-document-for-publication.pdf

Social Emotional Learning Standards Review Work Group

EISEL SEB Standards Review Work Group Recommendations

The following recommendations were developed by this ISBE EISEL Task Force work group after members reviewed the state Social-Emotional and Behavioral (SEB) Standards. Technical assistance was provided by the Midwest Positive Behavior Interventions and Support (PBIS) Network, with priority focus on State Education Agency (SEA) capacity building (funded in part by the U.S. Department of Education [ED] Office of Special Education Programs). Work group participants included:

- Ruth Cross – The Collaborative, Academic, Social and Emotional Learning (CASEL)
- Suzy Dees – West40 Intermediate Service Center
- Theo Eddins – Regional Alternative Schools
- Patrick Enright – Nippersink School District 2
- Carlos Evans – Illinois Association of School Social Workers
- Patricia Graczyk – Illinois MTSS Network
- Annette Johnson – University of Illinois at Chicago
- Joshua Kaufmann – Teach Plus
- Jacob Thornton – ISBE, Wellness
- Kate Ulmer – ISBE, Wellness

Rationale for Updating Illinois SEL Standards

History of SEL Standards in Illinois

State legislators passed the Illinois Children's Mental Health Act in 2003 which required ISBE to develop Social and Emotional Learning Standards. All school districts were required to file an SEL policy with ISBE. The School Policy and Standards Committee was responsible for leading this work. A subcommittee led by Annette Johnson with The University of Illinois at Chicago and Ruth Cross with CASEL convened educators from across the state, staff from CASEL, and ISBE staff to develop the SEL Standards. CASEL was recognized as a national organization leading the SEL work in this country. The standards committee relied on the research that CASEL had conducted regarding five core competencies to guide the process. It was decided by ISBE that the standards would be developed around three goals as indicated in the graphic to the left.

Illinois Social and Emotional Learning Goals

Self-Awareness	Social Awareness	Responsible Decision-making
Self-Management	Relationship Skills	
Goal 31: Develop self-awareness and self-management skills to achieve school and life success.	Goal 32: Use social awareness and interpersonal skills to establish and maintain positive relationships.	Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school and community

The core competencies were placed in the three goal areas. The standards describe the SEL content and skills for students in grades 1-12. Each standard included five benchmark levels that students should know and be able to do in early elementary, late elementary, middle/junior high, early high school, and late high school. Performance descriptors were developed for grades 1-5 and 6-12. The SEL Standards were

adopted in 2005; these are the standards that Illinois school districts have used to guide SEL implementation.

The SEL field has grown and changed since 2005. SEAs are collaborating with CASEL to develop SEL standards, guidelines, or competencies; many of them are adopting the five core competencies as a base. Refer to the "Frameworks Brief: An Examination of Frameworks for SEL Reflected in State K-12 Learning Standards*."* It is time to revise the Illinois Social and Emotional Standards to address some of the current issues facing education, including skills that promote identity, agency, and a sense of belonging for all students.

Research has shown that children's social and emotional development is foundational to school readiness and should be interwoven with efforts to enhance their academic success. A 2011 meta-analysis of 213 studies involving school-based, universal SEL programs, which included more than 270,000 students in K-12, revealed that students who participated in such programs had improved SEL skills, improved attitudes about self and others, more positive classroom behavior, and an 11-percentile gain on standardized achievement tests.

A 2017 (Taylor, et al) research study found that SEL programs benefit students over months and even years. The benefits of promoting students' social and emotional learning are widespread and long-lasting, and numerous studies provide compelling evidence in support of this statement. Two meta-analyses (MAs) (Durlak et al., 2011; Wiglesworth et al., 2016) conducted in two countries (United States, United Kingdom) that included 255 research reports compared outcomes for K-12 students who participated in universal SEL programming (SEL group) to students who did not (non-SEL group). Results from both MAs were similar. At post-intervention, the SEL group demonstrated significantly better outcomes in academic achievement, SEL competencies, social behaviors, conduct problems, emotional distress, and attitudes toward self, school, and social issues than did the non-SEL group. In fact, the SEL group scored 11 percentile points higher on achievement tests compared to the non-SEL group.

Two additional MAs investigated the long-term outcomes of SEL programming. These MAs (Sklad et al. 2012; Taylor et al., 2017) were conducted in two countries (United States, the Netherlands) and included 129 separate research reports that compared outcomes for K-12 students who participated in SEL programming (SEL group) to students who did not (non-SEL). Both MAs yielded similar significant effect sizes for academic achievement as did the post-intervention studies, even though the follow-up periods for Sklad and Taylor ranged from 56-195 weeks after students participated in SEL programming. These results suggest that the positive influence of SEL programming on students' academic achievement persists and does not fade over time. Furthermore, the SEL group demonstrated significantly better long-term outcomes in SEL competencies; social behaviors; conduct problems; emotional distress; and attitudes toward self, school, and social issues than did the non-SEL group, albeit the effects were smaller than at post-intervention.

Taken together, these four MAs provide compelling evidence of the benefits of SEL programming for school-aged children and youth. But the benefits do not end there. Value-added and cost-effectiveness analyses indicate additional benefits to SEL programming.

Durlak and Mahoney (2019) re-analyzed the results from the Durlak et al., 2011 and Taylor et al., 2017 MAs using a value-added benefits approach to determine how many more students would benefit from participating in SEL programming compared to schooling as usual. They found that 22 percent would

have fewer conduct problems, 24 percent would experience lower levels of distress and improved social behaviors, 27 percent would increase their academic achievement, 23percent would have improved attitudes, and 57 percent would have more developed SEL skills.

[The National Commission on Social, Emotional, and Academic Development](#) emphasized that social and emotional learning skills need to complement academics for students to thrive in school, career, and life.

The research indicates that social and emotional skills can enhance academic performance and are as necessary as academics for students to thrive in life. Other benefits include reduction in conduct problems and emotional distress, and improvement in positive attitudes and social behavior. The question remains, "Why should the Illinois SEL Standards be revised?" The inequities that exist in our educational systems, social injustices, and economic struggles that impact so many people were illuminated during the difficult year of 2020. Our current SEL Standards need to explicitly address SEL as a lever for equity. CASEL has partnered with the National Equity Project and the UChicago Consortium on School Research Building Equitable Learning Environments Network to support schools in designing equitable learning environments.

As a result of this work, [CASEL](#) has retained the five core competencies, but redefined SEL and the exemplars under each core competency. We know that the competencies can be taught and applied at various stages of youth development and across cultural and diverse contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health, wellness, and fulfilling careers.

The remainder of this report discusses other reasons for revising the Illinois SEL Standards.

The four large-scale MAs provide substantial evidence that SEL can serve a preventative role in relation to academic, social, emotional, and behavioral health problems. This is important in and of itself. As such, the practical benefits of SEL programming can also be viewed from a cost-effectiveness perspective. The Belfield et al (2015) study did just that. It found that for every dollar invested in SEL programming, there was a return of $11.

In summary, there is substantial evidence that SEL can have profound and long-lasting preventative and positive effects not only for school-aged children and youth, but also for society as a whole. Research during the onboarding of the Illinois SEL Standards and subsequent years has determined that school-based interventions were generally effective; however, since 2004 there has been little program evidence regarding the impact across diverse students' outcomes (Durlak, 2011).

Research since 2004 in the areas of antisocial and aggressive behavior (Wilson & Lipsey, 2007), along with depressive symptoms (Horowitz & Garber, 2006), has shown that they are important areas in which states need to incorporate social, emotional, and behavioral standards. These behaviors and symptoms are not new to the arena of SEL; the research illustrates the point that the current SEL Standards are in need of revision. Additionally, research has revealed that routine classroom SEL interventions can be incorporated into everyday instruction, which will have a positive impact on students' social and emotional growth (Durlak, 2011). This discovery legitimizes that SEL is not a stand-alone curriculum, but an equal partner in the education of students.

The demographics of Illinois school-aged children and youth have changed dramatically from 2004 to 2018. Specifically, increases in the percentage of student population were found for Hispanic students, from 18.3 percent to 26 percent; Asian/Pacific Islander students, from 3.7 percent to 5.2 percent; American Indian/Alaskan Native students, from 0.18 percent to 0.3 percent; and multiracial students, from 0.75% to 3.5%. At the same time, decreases in the percentage of student population were found for African American students, from 20.6 percent to 16.8 percent, and White students, from 56.6 percent to 48 percent. Taken together, these findings demonstrate a need to ensure that updated SEL Standards are relevant and appropriate for a more diverse student population.

The standards did not include students with disabilities when they were written in 2004. They do include looking at different cultures and taking into consideration others' feelings, but at that point the standards did not cover race, poverty, or disabilities directly. CASEL points out that SEL can be leveraged to promote equity for all students.

- SEL is relevant for all students in all schools and affirms diverse cultures and backgrounds.
- SEL is a strategy for systemic improvement, not just an intervention for at-risk students.
- SEL is a way to uplift student voice and promote agency and civic engagement.
- SEL supports adults to strengthen practices that promote equity.
- Schools must engage students, families, and communities as authentic partners in social and emotional development.

Robert Jager, Deborah Drake, and Teresa Borowski show what adding equity to SEL could look like in the November 2018 edition of "Frameworks Briefs."

SEL needs to incorporate more cultural responsiveness and value of cultures by teaching teachers how to implement cultural responsiveness. This can be done by:

- Making a commitment to knowing your students well.
- No matter the subject matter, building on your students' life experiences.
- Creating a classroom learning community.
- Holding high academic standards and expectations for all your students.
- Understanding your own cultural identity and its consequences.

The Illinois State Board of Education should continue to engage EISEL Task Force members and subsequent work groups in a long-term effort to better align SEL and student mental health. This Guiding Coalition for Social Emotional Learning and Mental Wellness would provide the agency with a comprehensive support mechanism for implementing recommendations and best practices that are suggested by the EISEL Task Force. ISBE also should actively seek participation from schools, districts, counties, and entities in all Educational Services Areas.

Core Tenants for SEL Standards Update Process

1. Appropriate departments within ISBE will be pulled into the discussion, as needed, when creating or reviewing the standards.
2. Stakeholder feedback will be an integral part of this process. The appropriate ISBE department will be responsible for forming and facilitating a formal stakeholder feedback group. In addition

to recommendations from the formal stakeholder group, public comment will be available through the ISBE website.

3. The standards should be reviewed at an interval of no greater than a 10-year cycle from their implementation year date. For example, the Illinois Learning Standards for 'X Subject' were adopted in 2014, but full implementation was not expected until the school year 2016-18. The standards review process for 'X Subject' would occur in 2026.

Proposed Timeline for SEL Standards Revision and Adoption

March – April 2021

- Compile and organize stakeholder feedback that has occurred during the standards implementation years.
- Review SEL Task Force recommendations and related feedback.
- ISBE to begin forming formal stakeholder focus group.
    - ISBE to chair or co-chair this focus group.
- Update Board on updating/writing standards.

April - May 2021

- Review other relevant state standards.
- Communicate to public about upcoming public comment opportunities.
    - Do a press release.
- Determine if other relevant state standards are the best fit for Illinois students.
    - Are they research based?
    - Are they developmentally appropriate?
    - Can they be scaffolded for remediation and enrichment?
    - Are they culturally relevant?
    - Do they support a diverse population of students, accounting for race, ethnicity, gender, socioeconomic circumstances, special education needs, and English language proficiency?

June 2021

- First draft of standards provided to stakeholder focus group.
- First draft of standards open for public comment (30-day period).

July - August 2021

- Compile and organize formal focus group feedback.
- Compile and organize public comment feedback.
- Complete a cross walk between the current standards and draft standards.
- Complete second draft of standards.
- Inform members of the Board that a standards revision or adoption is coming.
    - Get on Board agenda.

August - September 2021

- Second draft of standards provided to formal focus group.
- Second draft of standards open for public comment (45 day period).

October 2021

- Compile and organize formal focus group feedback.
- Compile and organize public comment feedback.
- Complete a cross walk between the two, if needed.
- Finalize standards for formal adoption.
- Present standards to formal focus group.
    - Get endorsement from focus group.
- Present standards revision or adoption to the ISBE Board.
    - Determine adoption year and full implementation year.
    - Adjust Administrative Code.

November 2021 and beyond

- Conduct outreach and trainings for schools and districts in collaboration with the Illinois Association of Regional State Superintendents and other educational professional organizations). These should cover:
    - Implementing standards.
    - Determining best practices.
    - Integrating standards across subject areas.
    - Assessing new standards.

Proposed People to Include in the SEL Standards Review and Update

The Illinois State Board of Education should continue to engage EISEL Task Force members and subsequent work groups in a long-term effort to better align SEL and student mental health. This Guiding Coalition for Social Emotional Learning and Mental Wellness would provide the agency with a comprehensive support mechanism for implementing recommendations and best practices that are suggested by the EISEL Task Force. ISBE also should actively seek participation from schools, districts, counties, and entities in all Educational Services Areas. The advisory group that will be created will be a non-statutory work group.

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Screener Work Group

EISEL Universal SEB Screening Work Group Recommendations

The following recommendations are developed by the ISBE EISEL Task Force subgroup on Universal Social-Emotional and Behavioral (SEB) Screening. Technical assistance was provided by the Midwest PBIS Network, with priority focus on SEA capacity building (funded in part by the ED Office of Special Education Programs). Work group participants included:

- Allison Lowe-Fotos - Start Early
- Teena Mackey - Cornerstone Services
- Brian Meyer - Midwest PBIS Network
- Ruth Poage Gaines - IL MTSS
- Katie Pohlman - Midwest PBIS Network
- Mindie Ritchie - Galesburg 205
- Abbey Storey - ISBE, Special Education
- Jacob Thornton - ISBE, Wellness
- Kate Ulmer - ISBE, Wellness
- Tracy Wesson - Chicago Public Schools
- Michelle Wood - ISBE, Early Childhood

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B. EISEL SEB Screening Work Group Recommendations for Best Practices
C. References
D. Sample Implementation Checklist and Planning Guide (Romer et al, 2020).

Part A: Introduction

The EISEL Universal SEB Screening Work Group appreciates the opportunity to comment on 105 ILCS 5/27-8.1, which includes the following requirement for screening: "The Department of Public Health shall promulgate rules and regulations specifying the examinations and procedures that constitute a health examination, which shall include an age-appropriate developmental screening, an age-appropriate social and emotional screening…"

We recognize the critical role that social, emotional, and behavioral development and mental health play in providing children and youth the best chance for success in life. As such, we take great interest in our state's implementation of this rule and intend to actively participate in its development. Overall, we commend the state for addressing the mental health needs of Illinois children and youth in a more preventative, strengths-based way. Administering comprehensive and universal screening is the first step in a promotional public health approach that will also work to reduce the stigma around mental health issues by placing the same importance on mental health as on physical health.

At the same time, the well-intentioned guidance of 105 ILCS 5/27-8.1 (2) focuses on screening only as "part of a child health examination," which is contraindicating best practice. It is critical that these rules, at a minimum, do not interfere with best practices for universal SEB screening in schools and, more

ideally, that the rules would be revised where needed to explicitly reinforce the role of schools in properly implementing universal SEB screening. Current research for installing and implementing universal SEB screening is summarized and recommendations are provided within the "Best Practices in Universal Social, Emotional, and Behavioral Screening: An Implementation Guide" (Romer et al, 2020).

Illinois schools have a responsibility in accordance with educational policy (e.g., Every Student Succeeds Act, 201539) to routinely monitor all students' progress in a variety of domains, including academic skills, physical health, and mental health (i.e., social, emotional, and behavioral outcomes). In addition, Illinois schools feel the pressure to establish efficient and effective systems for responding to the increasing social, emotional, and behavioral needs of students. The National Alliance on Mental Illness (NAMI) reports that one in six youth in the United States experience a mental health disorder each year and that only about half of those youth receive treatment (NAMI, 2020). When youth needs are not identified and/or youth do not receive treatment, schools are left as the de facto setting to address the mental health needs -- albeit without the necessary systems established to ensure coordinated and effective intervention (Kutash, Duchnowski, & Green, 2011; Jacob & Coustasse, 2008). Universal SEB screening in schools is one of the necessary components of more effectively and efficiently interconnecting school and community mental health systems, such as in an Interconnected Systems Framework (Eber et. al, 2019). Well-implemented universal SEB screening helps schools to define a coordinated response in identifying curricular needs, layer additional student interventions, and provide routine data to inform decisions. Therefore, ensuring that Illinois policy supports best practices in universal SEB screening is critical.

In light of the COVID-19 pandemic, social, emotional, and behavioral needs of our state's youth are greater than ever. Reports and studies are showing that social distancing and isolation are increasing levels of stress, fear, boredom, loneliness, anxiety, depression, and related mental health problems (Loades et al, 2020). Similar to the role of de facto mental health providers, schools must also adhere to a legal principle titled "in loco parentis" (which means "in place of a parent" in Latin). According to this principle, schools take on the same legal responsibilities as a parent when caring for their students throughout the school day. We know that oftentimes school personnel are the first to notice changes in students in terms of mood and/or behavior. To this end, it is vital that schools meet student mental health needs with the same level of care as other safety needs under in loco parentis. With regard to early childhood supports, universal SEB screening can also play an important role. For example, the Child Find Project in Illinois provides free public awareness services as part of the comprehensive Child Find system. The goal of the Child Find Project is to educate the public about the importance of early intervention and early childhood special education services for eligible children as early as possible in their development.

Therefore, for all the reasons above -- and to ensure that best practices in universal SEB screening are addressed -- we offer the following set of comments and recommendations for strengthening the implementation of 105 ILCS 5/27-8.1. Thank you again for consideration of the following comments. We appreciate the opportunity and look forward to continued activities to inform this important work. For any additional information on our comments, please contact Kate Ulmer at kulmer@isbe.net or Jacob Thornton at jathornt@isbe.net.

Part B: EISEL SEB Screening Work Group Recommendations for Best Practice

The work group proposes the following recommendations for best practices in universal SEB screening, adapted from "[Best Practices in Social, Emotional, and Behavioral Screening: An Implementation Guide v2](#)" (Romer et al, 2020).

Question to Address	Recommended Best Practice	Is this supported by, or does it conflict with, current state statute (105 ILCS 5/27-8.1)?
Why use the term social-emotional and behavioral universal screening?	Best practice and federal education policy (e.g., Every Student Succeeds Act, 201539) calls for schools to routinely monitor all students' progress in a variety of domains, including academic skills, physical health, and mental health (i.e., SEB outcomes). The term SEB aligns with the outcomes-driven approach and language that may be most familiar to educators.	Currently, statute does not align to this best practice.
What is universal SEB screening?	Educators use assessments across all content areas (reading, math, other academic areas, physical health, etc.) to determine strengths and needs so they can plan how to best teach and support their students. Just as in universal screening for these content areas, SEB screening provides an indicator of whether a student's SEB health (wellness) is on track or if additional support is needed. Screening is a proactive approach in that it: ● Identifies needs of the whole school population (Tier 1). ● Informs curricular decisions for Tier 1 instruction and multi-tiered supports for higher levels of need. ● Identifies youth in need, links them to effective supports. ● Provides routine data to inform decisions within a system aiming to improve mental wellness, prevents SEB problems, and ensures all students access a continuum of SEB supports. ● Provides important information to ensure help is provided before little problems become big ones.	Currently, statute does not align to this best practice.
How often is universal SEB screening conducted?	Universal screening data is typically collected two to three times per year and involves either teachers, parents, and/or students rating a short list of items, which typically takes a few minutes to complete.	Currently, statute does not align to this best practice.

Why is universal SEB screening needed?	How students engage socially and emotionally with their peers, educators, and their school impacts learning and long-term success in life. In a typical school at any given point in time, approximately one in five students has SEB needs; that is, they are experiencing challenges that interfere with their daily SEB functioning. Most students with SEB needs are facing common stressors and social-emotional problems that can be improved when supports are provided in a timely manner. All students (and educators) benefit from warm, caring, learning environments and knowledge of SEB skills that support their well-being. Schools committed to SEB development gather universal screening data to assess the SEB skills, strengths, and challenges of their students and use the information to help determine how staff can best support students.	Currently, statute does not align to this best practice.
Why explicitly include mental health as a priority outcome of universal SEB screening?	A misconception about mental health is that it refers to mental illness or having a mental health problem. The word "mental" carries a stigma, of which is disproportionately found among minority populations and communities. The stigma is often associated with feelings of shame and a distorted self-image. Internalized stigmas also make students and families less likely to disclose their mental health needs. Adopting and promoting a positive understanding of mental health is essential to effective SEB in schools. Education and understanding can help Illinois reduce the stigma regarding mental health by working together in schools to change the way mental health is taught. Mental health is more than simply the absence of psychological problems. Likewise, the absence of psychological problems does not infer wellness or the presence of positive emotional states (e.g., happiness). Mental health is the result of environmental and student-level factors associated with psychological problems and a distinct set of assets, competencies, and mindsets that foster well-being and associated academic benefits. Mental health is indicated when an individual is experiencing low levels of psychological problems and high levels of well-being. Example Intervention Targets for Promoting Complete Mental Health; Adapted from Suldo & Romer, 2016.	N/A
What does universal SEB screening measure?	Universal SEB screening data provides only a general estimate of a student's SEB strengths and needs. SEB screeners are trained to cast a wide net to detect all students who could possibly be in need of additional support.	Currently, statute does not align to this best practice.

What does universal SEB screening NOT measure?	Screeners are NOT intended to make diagnoses or determine each student's highly specific needs. The most widely supported SEB screeners focus on social-emotional, and behavioral indicators that are reliable (consistent), valid (accurate and applicable), and associated with SEB wellness and academic success.	Currently, statute does not align to this best practice.
What is required to implement universal SEB screening?	Gathering meaningful SEB screening data requires schools to: 1) Prioritize equitable SEB outcomes, 2) Partner with youth and families, 3) Select a screener who fits their purpose and context, 4) Adhere to the ethical guidelines and legal requirements and policies, 5) Ensure they have the resources (money, staff, time, etc.) to use the screener as intended, and 6) Ensure multi-tiered SEB supports are in place and being implemented with fidelity prior to screening. Adopting and recommending a sample universal screening checklist for schools may 1) help organize the key messages and recommendations from the state, and 2) communicate an order and structure for implementing universal SEB screening. See "Implementation Checklist and Planning Guide" (Romer et al, 2020).	Currently, statute does not align to this best practice.
How are parents informed?	The increased focus on SEB wellness means it is important for schools to communicate to families what the SEB screener is measuring, how data will be used, and if the screener has been validated (i.e., meets research and evidence standards).	Currently, statute does not align to this best practice.
Does every student have to participate in SEB screening?	Schools provide parents with a detailed notification and opportunity to "opt out" of universal SEB screening. Consider aligning opt out language to be consistent with school practices for screening in reading, math, and other curricular areas.	Currently, statute does not align to this best practice.
What is an example of state language to adopt in support of universal SEB screening?	Example Language [Illinois] recommends a multi-tiered system of support (MTSS) framework (McIntosh and Goodman, 2016) to address the academic, social, emotional, and behavioral needs of all students. Universal screening and progress monitoring are foundational components of MTSS, which is a framework that uses data-based problem-solving to integrate academic, behavioral, and social emotional instruction and intervention. Universal screening serves two primary purposes: 1) assess the effectiveness of universal academic, social, emotional, and behavioral instruction, programs, and supports, and 2) identify students who may be in need of additional academic, behavioral, social, and emotional supports and/or early intervention services." (Adapted from Romer et al, 2020)	N/A

What policies should be avoided that would conflict with universal SEB screening?	Non-Examples of SEB Universal Screening ● Data collected only for some students but not others. ● Limited or no follow-up after data collection. ● Used to make high-stakes (e.g., change in placement) or diagnostic decisions. ● Screens for symptoms of a specific diagnosis or use of assessments developed for diagnostic purposes. ● Assesses for suicide or self-harm only using single item. Uses teacher, parent, or student nomination data in isolation. ● Review of academic and behavioral data only. ● Mandated rather than selected based on the strengths and needs of the population and matched to the priorities and vision of the school community. (Adapted from Romer et. al., 2020)	N/A
What should policies promote that support best practice recommendations for universal SEB screening?	Examples of SEB Universal Screening ● Monitors SEB health (i.e., high levels of SEB well-being and low levels of SEB problems). ● Assumes a clearly defined population, such as all students within a school. ● Aligned with Tier 1, Tier 2, and Tier 3 curricular programing to meet the needs of all students within the defined population. ● Data systems and follow-up procedures established and communicated prior to collecting SEB screening data. ● Identifies students who may benefit from early SEB intervention. ● Supported and informed by youth and family. ● Used in conjunction with other student data to increase accuracy of decisions. ● Informs continuous problem-solving (i.e., problem identification, analysis, intervention planning and evaluation) for improved SEB outcomes across the multi-tiered continuum of supports. ● Uses instruments that are psychometrically defensible and tested with populations similar to the school population. ● Examines SEB constructs aligned with the vision, mission, and priorities of school mental health programming. (Adapted from Romer et. al., 2020)	N/A
How should Illinois support schools in the planning and implementation of universal SEB screening?	Demonstration sites and support from a technical assistance network are both critical in supporting Local Education Agencies with implementing universal screening and learning how to scale-up best practices statewide.	N/A

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Part D: Sample Implementation Checklist and Planning Guide (Romer et al, 2020)

Screening Item for Consideration	Not in Place	Partially in Place	In Place	Action Steps
EXPLORATION				
Identify a need for universal screening for SEB that includes goals and objectives				
Establish a shared understanding of the goal and purpose of universal screening				
Determine buy-in from key stakeholders, including parents, teachers, and school leaders				
READINESS				
There is a school team including members with SEB expertise				
Team has reviewed available SEB interventions to be matched to screening				
Data-based problem solving process is in place, including decision rules				
ADOPTION				
Select screening instrument • Technical adequacy • Usability and feasibility • Contextual appropriateness • Cost (time & financial) • Scoring software or protocols				
Identify scoring procedures and technology needs. Instrument to be completed online (automatic scoring) or paper (identify person to compile data)				
Determine timing and frequency of screening				
Establish consent and/or opt-out procedures				
Determine choice of informant (teacher, parent, student self-report)				
Develop plan to train staff to complete screener, how to use data				
Schedule time to communicate results and begin problem solving process				
DATA COLLECTION AND STORAGE				
Establish plan for data privacy (online/digital or storage of physical protocols)				
Determine who has access to screening data				
Develop criteria for determining the quality of data and identification of any data for removal (e.g., inconsistent response patterns)				
INSTALLATION				
Establish plan to use screening results to evaluate and monitor the effectiveness of Tier I or Universal supports				
Establish plan for using screening results with other data (e.g., teacher referrals, discipline referrals) to identify students who need interventions • What data to use • When to use data • How to use data				
Establish procedures for communicating concerns to families				
Create regular review schedule to connect screening data to intervention, and monitor trends across the year(s)				

Support and Resources Work Group

Work group participants included:

- Autumn Berg - Chicago Public Schools
- Brenda Cook - Community Consolidated School District 146
- Katie Elvidege - ISBE, Wellness
- Bess Johnson - ISBE, Educator Effectiveness
- Anna Klimkowicz - Township Highschool District 211
- Abby Lyons - Regional Office of Education 17
- Brian Meyer - Midwest PBIS
- Katie Pohlman – Midwest PBIS
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- Kate Ulmer - ISBE, Wellness

District Leadership Guide to Installing a System to Support SEB Outcomes[6]

This guide is for social, emotional and, behavioral leaders to use with a District-Community Leadership Team for installing structures and systems needed to support integrated social, emotional, behavioral learning in their MTSS framework. In Illinois, MTSS is defined as "a framework for continuous improvement that is systemic, prevention-focused, and data-informed, providing a coherent continuum of supports responsive to meet the needs of ALL learners" (IL MTSS Network, 2020). The goal is for teams to examine their current system using installation activities and generate actions to move toward a more efficient and effective service delivery model.

The six core features of MTSS (McIntosh and Goodman, 2016) include:

1. Team-based leadership and coordination
2. Evaluation of implementation fidelity

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[6] Dec. 15, 2020. This guide was developed by the ISBE EISEL Task Force subgroup on Supports and Resources. Technical assistance was provided by the Midwest PBIS Network, with a focus on priority for SEA capacity building (funded by the ED Office of Special Education Programs). It is adapted from "Advancing Education Effectiveness: Interconnecting School Mental Health and School-Wide PBIS, Volume 2: An Implementation Guide" (Eber, et al., 2019), which was compiled by the Center on PBIS.

3. Three-tiered continuum of evidence-based practices
4. Continuous data-based progress monitoring and decision-making
5. Comprehensive universal screening (for systemic and early access)
6. Ongoing professional development, including coaching with local content expertise

Why a systems approach? Research indicates that simply adopting SEL curriculum does not lead to adequate implementation or improved outcomes; rather, researchers increasingly recommend teaching SEB competencies within a prevention-focused, multi-tiered framework (Greenberg, Domitrovich, Weissberg, & Durlak, 2017; Merrell & Gueldner, 2010). Therefore, teaching SEB competencies should not be a new or separate initiative within the school system, but rather a systematic process to assess what is currently in place and then enhancing the current MTSS features to meet SEB needs that data indicates are not being met.

Figure 1, NIRN Implementation Stages

Implementation occurs within stages. Selecting and implementing any new curriculum or initiative should not be an event, but rather a process working through stages of implementation. The process begins from the time the organization recognizes a need for change and continues through sustaining implementation. The National Implementation Research Network (NIRN) (2020c) defines the process for implementation in four stages as seen in Figure 1, above. As with any continuous improvement cycle, the stages for implementation are not meant to be linear; research suggests it can take from two to four years to reach a place of full implementation and support continued innovation based upon ever-changing contexts (NIRN, 2020b). Emphasis on sustainability of efforts should be a focus throughout the stages of implementation.
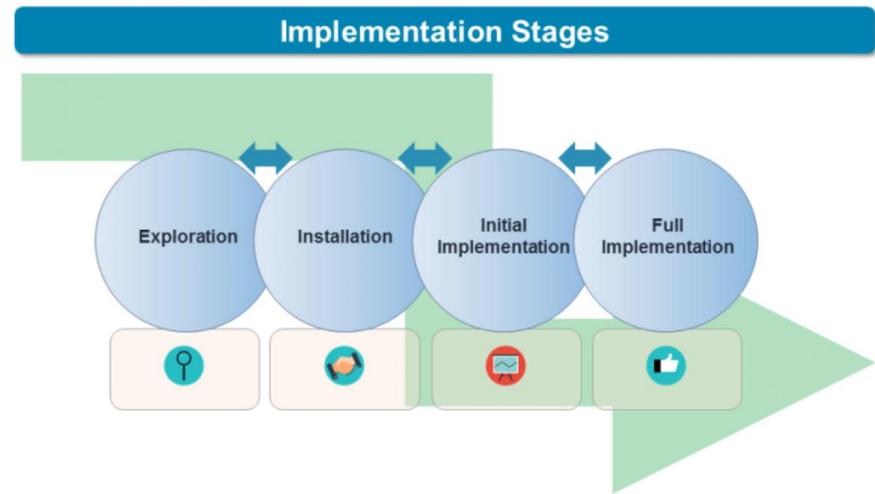
Overview of District Steps for Installation

These installation steps follow the logic from Interconnected Systems Framework (Eber, et al, 2019), which advises support teams to consider the existing structures and unique characteristics of their district and community. Depending on the current status of the district, the order of these steps may vary. Steps may need to be revisited within a continuous improvement cycle.

Step 1: Establish a District/Community Executive Leadership Team.
Step 2: Assess the current status of social, emotional, and behavioral learning and MTSS in the district.

Step 3: Review existing school and community data.

Step 4: Conduct staff utilization review.

Step 5: Establish or revise common mission for social, emotional, and behavioral learning.

Step 6: Select and plan for installation of evidence-based social, emotional, and behavioral curriculum within the district.

Step 7: Define a professional development plan.

Step 8: Develop an evaluation plan.

Step 9: Select demonstration sites for implementation.

District Steps for Supporting SEB Outcomes

District Installation Step and Rationale	Installation Activities	Example / Resources (e.g. a SISEP Tool, a PBIS tool, CASEL, etc.)	Connection to Core MTSS Feature
Step 1: Establish a District/Community Executive Leadership Team. *Provide authority and problem-solving needed to overcome organizational barriers and implement the efficiencies needed to functionally install and integrate social, emotional, and behavioral efforts within the current system.* *Engage stakeholders in decision-making to set the stage for establishing practice and policy feedback loops.*	• Establish/expand a District Community Executive Leadership Team (DCLT)OR determine a subcommittee for recommendations. • Engage key stakeholders for decision-making and planning installation efforts. 　○ Stakeholder Considerations 　　○ Superintendent 　　○ Special Education Director 　　○ Director of Student Services 　　○ Principal(s) 　　○ Classroom Teacher(s) 　　○ District-employed Clinicians 　　○ Family Representation 　　○ Community • Establish team operating procedures (e.g., norms, creating common language, agendas).	SEL Standards (ISBE, Aug 2020) District Systems Fidelity Inventory (Center on Positive Behavioral Interventions and Supports, 2019). NIRN - Create a Mock Implementation Team (NIRN, 2020a) Continuous Improvement for Systemic SEL	Team-based leadership and coordination
Guiding Questions for Step 1: 1. Which voices with social, emotional, and behavioral health expertise within the school system could benefit this team? 2. Which voices of mental health, juvenile justice, core service agency partners could benefit this team? 3. In what ways are we ensuring that multiple stakeholders' voices (.e.g., staff, mental health agencies, parents/families, students, etc.) will stay at the table through the development of systems and overall implementation?			
Step 2: Assess the current status of social, emotional, and behavioral learning and MTSS in the district.	• Assess structures and elements in place for capacity and sustainability of installing systems to teach social, emotional, and behavioral competencies. • Organize, align, and eliminate social,	MTSS Assessment: • District Systems Fidelity Inventory (Center on Positive Behavioral Interventions and Supports, 2019).	Evaluation of implementation fidelity Continuous data-

Identify need and establish priority for organizational structures needed to support systemic implementation of social, emotional, and behavioral efforts (e.g., policy, funding, professional development). *Organize and assess fidelity and outcomes of initiatives to ensure efficient utilization of resources.*	emotional, and behavioral initiatives based upon overlap, effectiveness, relevance, and fidelity. • Assess foundation for implementation of social, emotional, and behavioral instruction.	• [District Capacity Assessment](#) (Ward, et al., 2015) Inventory and assessment of current SEB efforts : • [What is SEL?](#) (CASEL, 2020c) • [SEL Core Competence Areas](#) (CASEL, 2020c) • [Sample - Initiative Inventory](#) (Eber et al., 2019) • [CASEL Foundational Support Plan Rubric](#) • [Implementation](#) (CASEL, 2020a) • [Indicators of Schoolwide SEL](#) (CASEL, 2020b)	based progress monitoring and decision-making

Guiding Questions for Step 2:
1. What is currently in place that is working (facilitating positive outcomes for youth and families)?
2. What is currently in place that is either a) not being monitored for effectiveness using data, or b) being monitored and deemed ineffective in terms of response?

Step 3: Review existing school and community data. *Expand data sources to identify needs of staff, students, and families.*	• Conduct comprehensive review of school data (e.g., attendance, grades, suspension, expulsion data, students placed in restrictive settings, universal SEB screening data) and community data (e.g., suicidal ideation/attempts, hospitalizations, child welfare contacts, juvenile justice interactions) of both risk and protective factor data. • Gather family and youth perception data (e.g., focus groups, climate surveys).	School Climate Surveys: • [PBISApps School Climate Survey Suite](#) (LaSalle et al., 2018) • [Illinois 5Essentials](#) (ISBE) [School Examples of Analyzing Multiple Data Sources](#) (Eber et al., 2019)	Continuous data-based progress monitoring and decision-making Comprehensive universal screening (for systemic and early access)

Guiding Questions for Step 3:
1. What do expanded data sources from both school and community tell us about needs and priorities?

2. How do we adjust our programming beginning with prevention strategies (e.g., strengthening Tier 1, teaching social-emotional competencies across all academic content) based on specific needs of our community?			
Step 4: Conduct staff utilization review. *Gather data on current role descriptions and actual time spent on daily assignments to support future decision-making on roles and responsibilities.*	• Identify current roles and responsibilities of all staff supporting social, emotional, and behavioral outcomes within the district. • Gather data on current time spent supporting social, emotional, and behavioral outcomes to guide future decision-making.	[Time Study Template](#) (Eber et al., 2019) [Changing Role of Staff Discussion Guide](#) (Eber et al., 2019)	Ongoing professional development, including coaching with local content expertise
Guiding Questions for Step 4: 1. How are staff responsibilities organized to produce desired outcomes based upon identified priorities? 2. Are staff aware of the impact of student and staff social-emotional functioning on academic achievement?			
Step 5: Establish or revise common mission for social, emotional, and behavioral learning. *Define purpose of social, emotional, and behavioral learning, establish desired outcomes, and create shared vision to communicate with stakeholders.*	• Adopt a current mission statement or develop a new mission statement that better defines the vision of social, emotional, and behavioral efforts districtwide.	[Create a Mission or Vision Statement](#)	Team-based leadership and coordination
Guiding Questions for Step 5: 1. What issues data raise concern for your team? 2. What is your "why" for your group? 3. How will this mission be communicated to key stakeholders?			
Step 6: Select and plan for	• Review, select, and establish districtwide procedures for supporting social, emotional,	Review and Selection Resources: • [Hexagon Tool](#)	Selection of evidence-based practices

installation of evidence-based social emotional behavioral curriculum within the district. *Conduct a systematic process for selecting an evidence-based curriculum to ensure fit for capacity to implement, resources, and match to need and context.*	and behavioral outcomes. ● Define roles and responsibilities for staff to implement evidence-based curriculum for all students. ● Identify how tiered supports will align and provide higher doses of the evidence-based curriculum selected. ● Based upon review of data in Step 3, consider data points and thresholds for how students will access targeted and intensive interventions.	● CASEL guidelines Effective SEL Programs-Preschool and Elementary School Edition Effective SEL Programs for Middle and High School Edition Teaching Social-Emotional Competencies within a PBIS Framework (Barrett et al., 2018) Developing Data Decision Rules [Slides 75-91], Midwest PBIS Network (2020b)	Continuum of evidence-based practices Comprehensive universal screening (for systemic and early access)

Guiding Questions for Step 6:
1. What evidence demonstrates effectiveness of the evidence-based curriculum?
2. How does the evidence match identified district needs and population?
3. How does the curriculum match the social, emotional, and behavioral mission statement?
4. Does the district have the capacity to implement (e.g., staff qualifications, technology)?

Step 7: Define a professional development plan. *Formulate a plan to support staff as they implement social, emotional, and behavior curriculum and efforts.*	● Gather data and assess staff's capacity to implement evidence-based curriculum as defined. ● Define training and coaching to build local capacity to implement. ● Identify a plan for ongoing coaching activities for district- and school-level teams.	Training and Professional Development Blueprint for PBIS (Lewis et al., 2016) Sample - Data Informed PD and Coaching Calendar (Eber et al., 2019)	Ongoing professional development, including coaching with local content expertise

Guiding Question for Step 7:
1. Are staff aware of the impact of student and staff social-emotional functioning on academic achievement?

Step 8: Develop an evaluation plan.	● Revisit data analysis and identified need in Step 3 to set goals and objectives for social, emotional and behavioral outcomes.	PBIS Evaluation Blueprint (Center on Positive Behavioral Interventions and Supports, 2020)	Data-based decision-making

Establish a process and protocol for collecting and analyzing both fidelity and outcome data for decision-making at both district and school levels.	• Select documentation methods to track training, coaching, and technical assistance activities. • Select fidelity and outcome measures. • Define a process for using data to inform tiered supports.	[Factors to Guide Choice for Fidelity Measures](#) (Eber et al., 2019)	

Guiding Questions for Step 8:
1. What student outcome data points (e.g., office discipline referrals, nurse visits, restrictive placements) will be monitored?
2. When and how often will the teams assess implementation fidelity?
3. What tool will the teams use to assess implementation fidelity?
4. What will the DCLT do if implementation fidelity is below this acceptable level?
5. Does the evaluation plan include a plan for sharing data to stakeholders at least monthly?
6. Does the plan calculate instructional time and cost benefit to show fiscal impact?

Step 9: Select demonstration sites for implementation. *Allow implementation and adjustments to be made by the district.*	• Identify criteria for selection of schools that is based upon need, readiness, and commitment. • Communicate decision rules for site selection with stakeholders.	[Districts Systems Fidelity Inventory](#) (Center on Positive Behavioral Interventions and Supports, 2019, Section 9)	Continuous data-based progress monitoring and decision-making

Guiding Questions for Step 9:
1. What current data points might prioritize a school based upon need?
2. What current implementation measures might suggest a higher level of readiness?
3. What commitments do we want from schools?

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Partnership Guidelines Work Group

Work group participants included:

- John Corbett - Illinois Association of School Administrators
- Silvia DeRuvo - National Center for Systemic Improvement
- Raul Gaston - Illinois Principals Association
- Sergio Hernandez - ISBE, Family and Community Engagement
- Eisen Mackenzie – Illinois P-20 Council
- Teena Mackey - Cornerstone Services
- Jill Reedy - Regional Office of Education 39
- Peg Staehlin - Illinois PTA
- Jacob Thornton - ISBE, Wellness
- Kate Ulmer - ISBE, Wellness

Engaging Communities in Social and Emotional Learning

"SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation."

Community partnerships are essential to strengthen collaboration pertaining to students' social and emotional needs. Making connections gives community members a sense of responsibility for and ownership of students' learning, leading to a more active role in supporting local schools. Partnerships embedding SEL practices create healthier and more productive communities.

Communication is key throughout the implementation of community partnerships. It is important for all stakeholders to have access to training and materials. All should be on the same page even though schedules will not always line up and new stakeholders will be discovered. The development of recordings of trainings and an electronic (or paper)

library of resources will enable the partnership will maintain continuity. Access to these items will allow future stakeholders to immerse into SEL and the steps the district has taken.

District Steps	Why? / What?	Resources and Wraparound Services
Step 1: Establish a District Community Executive Leadership Team – study, learn, and lead.	*Identify leaders and stakeholders within the community who have existing efforts in common, as well as a need/rationale for the partnership.* Stakeholder Considerations ▪ District leadership (superintendent, school board members, administrators, union leaders) ▪ School support (special education, counselors, social workers) ▪ Teacher, student, and parent representation ▪ Health organizations (mental health agencies, primary care providers, social service agencies) ▪ Elected officials, businesses, local governing boards ▪ Faith-based organizations ▪ Cultural/ethnic groups ▪ Higher education, community colleges, skills training programs ▪ Law enforcement, juvenile justice providers ▪ Libraries, parks, after-school programs Need/Rationale ▪ Creating trauma-informed schools and communities. ▪ Utilizing resources more efficiently. ▪ Providing greater physical and mental health support within the schools and community. ▪ Improving racial equity.	CASEL Partnership Guidelines School Community Partnership Guidelines Racial Equity Toolkit

	▪ Expanding SEL climate beyond the school building.	
Step 2: Know the community you serve.	*Conduct interviews and gather research on the community's history, data trends, and available resources.* Brief History ▪ History of the community ▪ Claim to fame ▪ Challenges past/present Economics ▪ Median household income ▪ Poverty/unemployment rates ▪ Property values ▪ Economic development ▪ Industry Demographics ▪ Population ▪ Ethnicity/culture ▪ Persons under 18 ▪ High school graduates or higher ▪ Persons with a disability ▪ Persons without health insurance Community Resources ▪ Local, state, and federal resources ▪ Charitable organizations ▪ Community resources and outreach programs	Demographics by zip School Report Card Census

Step 3: Train staff/team members.	*Involve ALL stakeholders in recognizing the common threads trauma has on students' learning and behavior.* Awareness and Knowledge - Survey staff on knowledge of childhood trauma and SEL practices. - Provide initial and ongoing professional development to build staff consensus (common vocabulary and knowledge of the impact of toxic stress on the brain) through book studies, team circles/discussion, experts in the field, and trainings. - Develop a professional development plan for new staff and community members. - Share a clear understanding of SEL and desired goals. *Implement changes to the organizational structure and policies to reflect SEL as a priority for students and the adults who care for them.* Application and Change - Train staff on creating an environment of safety, choice, collaboration, trustworthiness, and empowerment. - Provide support in responding vs. reacting to student and adult behaviors. - Implement schoolwide SEL strategies. - Prioritize goals into the School Improvement Plan. - Meet with community groups to assess opportunities for incorporating SEL beyond the school walls. - Work with and train other partners to strengthen collaboration. - Develop train-the-trainers program to build capacity.	Restorative Circles Creating healthy schools Center for Disease Control - ACES Study Trauma Sensitive Schools Trauma Aware Schools American Academy of Pediatrics Children's Resilience Initiative Chaddock Developmental Trauma & Attachment Program (DTAP) Center on the Developing Child, Harvard University

Step 4: Develop partnership model.	*Establish the partnership's mission, develop a meeting structure, and define leadership roles.* Meeting Structure - Communication within the partnership - Meeting frequency, location/accessibility, agendas, minutes - Group norms and problem-solving methods - Accountability and progress assessment - Shared resources and financial responsibilities Leadership Roles - Determine leadership among the partnership (one leader or shared leadership). - Assign roles for meetings (agendas, minutes, record keeping, public relations).	Empowering leaders
Step 5: Develop an action plan.	*Develop a strategic plan for partnerships to coordinate social, emotional, and behavioral health supports for students, families, and community.* Plan Outline - Goals and objectives, roles and responsibilities, outcome measurements, timelines, costs, resources, communication - Coordination and agreements with outside agencies - Specific communication and training designed for families and community	Develop online training/education for parents, families, and community partners. 11 Ways Schools Can –and Should Involve Families in SEL Programing 10 Ways Parents can bring SEL home Games for SEL at home
Step 6: Monitor activities.	Survey Stakeholders - Analyze data collected. - Determine successes and areas for improvement.	SEL Effort and Inventory Analysis

	▪ Create an annual report and presentation for families, community, and Board of Education.	
Step 7: Plan next steps.	Develop a 2-Year Plan ▪ Sustain successes. ▪ Address needs. ▪ Create/seek out funding plans. Develop a 5-Year Plan ▪ Sustain successes. ▪ Address needs.	[SEL Financial Sustainability Toolkit](link) - CASEL

What's Next for the EISEL Task Force?

The work of the Task Force should not stop at merely compiling some recommendation and suggestions. It should be a catalyst for the agency to meaningfully engage the field in advancing efforts concerning SEL, trauma, and mental health.

Guiding Coalition for Social Emotional Learning, Trauma, and Mental Health

There currently is a group of ISBE and ROE/ISC staff that are part of a group that aims to better align efforts to support schools, students, and communities regarding SEL. The Guiding Coalition for Social Emotional Learning, Trauma, and Mental Health is the perfect structure for implementing the recommendations of the EISEL Task Force. The expanded Guiding Coalition will have a core steering committee that consists of 12 to 18 ISBE staff, educational stakeholders, and school district staff. The advisory group that is created will be a non-statutory work group. The steering committee will meet regularly and is charged with the following key tasks:

1. Establishing Work Groups
    a. SEL Standards Update Work Group, Universal Screening Work Group, SEL Coherence Work Group, other work groups as deemed necessary.
2. Engage the educators and stakeholders in SEL, trauma, and mental health efforts.
3. Make recommendations to ISBE concerning SEL, trauma, and mental health.
4. Monitor progress and report to ISBE.

The Guiding Coalition will adopt Rules of Procedure to align processes with the current Task Force and to provide a mechanism for structure and accountability.

Areas of Focus for the Guiding Coalition

1. Update the state SEL Standards.
2. Universal Screening in Schools.
3. Systemically align SEL, trauma, and mental health initiatives.
4. Explore and Support SEL assessment.
5. Improve community support and engagement regarding SEL, trauma, and mental health.

Moving Forward

Task Force members are encouraged to be a part of the Guiding Coalition. Maintain the monthly meeting schedule, as needed. Meetings are tentatively scheduled for 1:30 to 3 p.m. on the third Tuesday of each month. Work groups would meet on an as-needed basis.
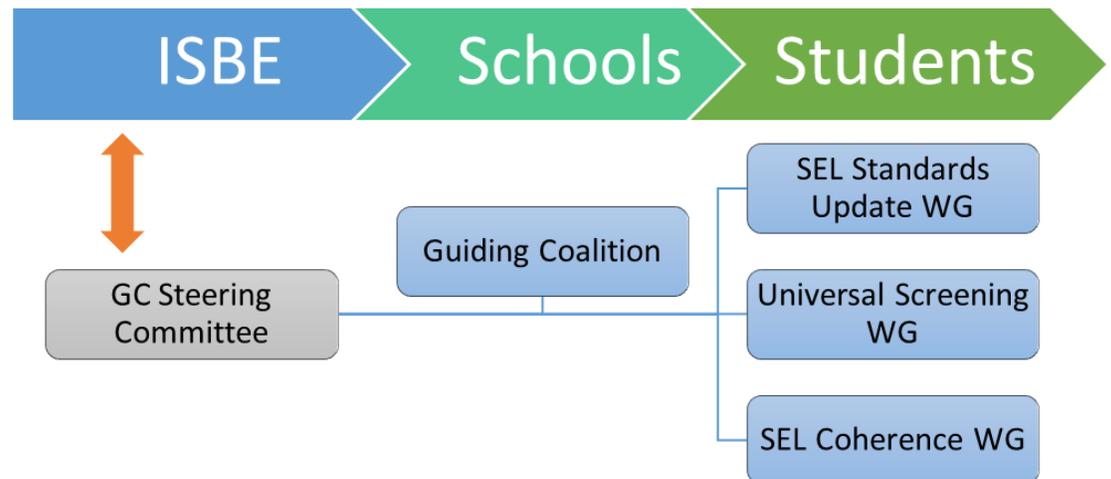
Thank You to all the Educators, Advocates, and School Partners

The Illinois State Board of Education would like to express gratitude to all of the Task Force members and individuals who dedicated time over the last year to explore ways we can support schools more effectively concerning social, emotional, and behavioral growth for all students.

Prepared by the Members of the Emotional Intelligence and Social Emotional Learning Task Force

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