



## Agenda Item Details

Meeting	Jul 28, 2020 - Public Board Meeting
Category	12. PROCUREMENT - CHIEF ACADEMIC OFFICER
Subject	12.10 Collaborative for Academic, Social, and Emotional Learning (CASEL)
Type	Action (Consent)
Recommended Action	<p>The Chief Academic Officer requests the Board's approval to extend the contract term and increase the contract amount with Collaborative for Academic, Social, and Emotional Learning (CASEL) from \$537,580.00 to \$697,580.00, an increase of \$160,000.00, providing continued support, training and guidance in developing and executing a plan for systemic implementation of social and emotional learning (SEL) to district and school-level leadership and staff. The current contract term is July 29, 2020 to June 30, 2021.</p> <p>The request is based on the expectation that CASEL will continue its support for the integration of SEL at the district and school levels through the provision of CASEL tools and resources; and professional development, coaching, and consultation for central office and school-based staff. Through this extension, CASEL will continue its support of the forty-one (41) Student Wholeness Intensive Learning Sites, and expand its work to include consultation and guidance in the reopening of schools for the 2020-2021 school year.</p> <p>Additionally, CASEL will provide consultation to the district team to support the development of an integrated model for wholeness, a communication plan, a robust professional development catalog for teachers on social and emotional learning, and technical support to the new climate team for developing guidance documents and protocols for establishing a positive school culture and climate.</p>

**Section 12.10**  
**CHIEF ACADEMIC OFFICER**  
**Collaborative for Academic, Social, and Emotional Learning (CASEL)**

### Request of the Board

The Chief Academic Officer requests the Board's approval to extend the contract term and increase the contract amount with Collaborative for Academic, Social, and Emotional Learning (CASEL) from \$537,580.00 to \$697,580.00, an increase of \$160,000.00, providing continued support, training and guidance in developing and executing a plan for systemic implementation of social and emotional learning (SEL) to district and school-level leadership and staff. The current contract term is July 29, 2020 to June 30, 2021.

The request is based on the expectation that CASEL will continue its support for the integration of SEL at the district and school levels through the provision of CASEL tools and resources; and professional development, coaching, and consultation for central office and school-based staff. Through this extension, CASEL will continue its support of the forty-

one (41) Student Wholeness Intensive Learning Sites, and expand its work to include consultation and guidance in the reopening of schools for the 2020-2021 school year.

Additionally, CASEL will provide consultation to the district team to support the development of an integrated model for wholeness, a communication plan, a robust professional development catalog for teachers on social and emotional learning, and technical support to the new climate team for developing guidance documents and protocols for establishing a positive school culture and climate.

In the Summer and Fall of 2016, City Schools CEO Dr. Sonja Brookins Santelises met with hundreds of students, families, staff members, and community stakeholders across Baltimore to learn their ideas on how to improve outcomes for our students and schools. Some common themes heard:

- We need to recognize that our students are unique people with unique experiences, talents, challenges, and social, emotional, and physical lives. By keeping the wholeness of our students in mind and meeting their needs, we can ignite their passion for learning;
- We need to emphasize and improve literacy teaching across grades and content areas. For our students to meet and exceed academic standards, they must be able to comprehend and analyze texts and express themselves across subjects and genres; and
- Whether you are a teacher, coach, custodian, school police officer, principal, or other staff member, you have a leadership role to play in connecting with, supporting, inspiring, and challenging students. This is key to those students' success.

These three (3) areas are intertwined: If students are motivated and excited about learning, have the foundational skills to think critically, analyze deeply, and express themselves powerfully, and have adults who encourage them to persist and excel, they will be positioned to move steadily along the path to high school graduation and postsecondary success.

Recent research has shown that the success of young people in school and beyond is inextricably linked to healthy social and emotional development. Students who have a sense of belonging and purpose, who can work well with peers to problem solve, who can plan and set goals and who can persevere through challenges—in addition to being academically adept and challenged—are more likely to maximize their opportunities and reach their full potential.

In addition, research has also shown that proactive embedding of social and emotional development as an essential part of the educational experience into the structures and practices of schools and can lead to the creation of safe, supportive school environments that foster the skills and dispositions needed for the 21<sup>st</sup> century; collaboration, communication, empathy, respect, civic engagement, creativity, innovation, self-efficacy, and academic excellence. Research supports the claim that students who attend schools that prioritize social and emotional learning have better outcomes such as higher academic achievement, more pro-social behavior, fewer conduct problems and reduced emotional distress.

The COVID-19 pandemic has underscored the need for social and emotional learning as an essential part of high-quality education. The global pandemic and the subsequent disruptions to life at multiple levels for students and their families may have a lasting and profound impact on their wellbeing. With school closures, community precautions such as sheltering and safe social distancing in place, and circumstances leading to financial uncertainty for some families, students are living through an unprecedented series of traumatic events. Traumatic events experienced during childhood have the potential to have lasting, negative effects on student health and wellbeing, including attention, decision-making ability, capacity to learn and ability to manage stress. As a result, school re-entry and transition planning will need to

have an intentional focus on creating supportive learning environments where students can enhance their social and emotional competence, experience connection and community, heal and thrive. Prioritizing a focus on social and emotional competence and development provides an opportunity to proactively structure supports needed for students to manage stressors and the impact of COVID-19.

CASEL is a leader in the field of social and emotional development. The organization has identified five (5) areas of competence that are important for personal and academic success 1.) self-awareness, 2.) self-management, 3.) social awareness, 4.) relationship skills, and 5.) responsible decision-making. CASEL, based upon years of research, has identified a framework, best practices, and approaches for systemically embedding and promoting social and emotional development at the district and school levels.

## **Description of Services**

As a partner, CASEL is poised to support City Schools in bringing SEL to the district and across schools through technical assistance, professional development, continuous improvement, and evaluation, as well as access to CASEL's vast network of SEL resources and partner districts. CASEL is able to provide the following (see the Financial Implications section for the specific supports CASEL will bring to Baltimore):

- Support to build central office capacity, which may include professional learning, consultation, and coaching for central office personnel, including the Student Wholeness team. These activities are designed to orient department leaders to SEL, its importance, and considerations for how to consider SEL in the context of their work in the district.
- Fundraising support, including consulting on fundraising strategy and messaging, availability of speakers, planning resources, and event support to maximize opportunity with local funders. Additionally, CASEL may review grants and applications and provide supporting documentation. When available, CASEL may also bring to the District funding opportunities such as federal or foundation supported grants for national CASEL collaboration projects on targeted priority areas.
- Tools and support to the district that align resources and activities to key goals, objectives, and a vision for an integrated approach to wholeness that incorporates SEL, restorative practice and trauma-responsiveness in City Schools.
- Professional development for key district office staff and school-based personnel. CASEL may help design and/or provide foundational learning sessions, which may include Adult SEL workshops, guidance for schoolwide SEL implementation, integrating PBIS and restorative practice with systemic SEL, and/or other sessions to be determined based on identified needs of the district. Professional development can be broad reaching to all schools and/or can focus specifically on Intensive Learning Sites.
- Communications support, which may include collaboration to develop and execute an SEL Communications plan, providing expertise on messaging and strategic positioning of SEL and the latest research findings for a variety of audiences (e.g., parents, board, union, funders) and delivery systems (e.g., collateral, web site, presentations, social media). When available, CASEL may also provide opportunities to highlight the District's SEL work through national media opportunities as part of our collaborations and events.
- Support for the development and implementation of SEL Learning Standards, which may include consultation with national SEL standards experts and information about relevant policy work with 20 state departments of education connected to CASEL through the Collaborating States Initiative work. Resources and learnings from CASEL's national work can be shared and adapted to inform the District's development and implementation of district-specific SEL learning standards.

- Consultation on Evidence-Based SEL Programs, which may include recommendations based on standards, priorities, and budgets. This may also include guidance and/or participation on review committees and implementation planning to ensure buy-in and fidelity of users as well as systems for monitoring, evaluating outcomes, and continuously improving.
- Support on integrating SEL into existing priorities and initiatives. This consultation can help to facilitate the integration of SEL with equity, academic instruction, discipline policies, teacher and principal evaluation practices, hiring practices, and/or other district initiatives and priorities to ensure the overall District SEL implementation is systemic. Additionally, consultation may be provided to help to develop a multi-tiered system of support (MTSS) for the District to outline how SEL is promoted at Tiers I, II, and III and integrated with academic and behavioral supports.
- Support for continuous improvement of SEL activities, including reviewing the CASEL district-level implementation rubric to set implementation goals, develop articulated plans to achieve those goals, and continuously improve the quality and impact of SEL throughout the year.

In addition, the CASEL partnership includes participation in exclusive CASEL events and activities for districts, such as:

- Annual cross-district convening (six to eight District participants). Superintendent participation is encouraged for this annual event.
- Bi-annual professional development collaborations (two to four District participants).
- Bi-annual professional development collaborations (SEL and Equity lead) around focused areas of SEL & Equity alignment. Webinars scheduled four times annually serve as additional opportunities for partner districts to share best practices and deepen learning.
- Annual onboarding professional learning opportunity (offered over summer months) for new- to-district SEL team members.
- Superintendent's Roundtable meetings (one District participant; one night).
- Coordinated and facilitated visits to other CDI districts with action plans (4-20 District participants; one to two nights).
- Regular webinars with SEL leads – occur monthly on topics identified by districts as areas of interest.
- Participation in role-alike professional learning communities (PLCS). For example:  
District Research and Evaluation staff members may engage in a learning community with other districts via ongoing webinars and in-person meetings, through which districts can learn about various topics related to research and evaluation, such as SEL data collection instruments and protocols; data analysis; best practices for reporting and using SEL data to inform practice; and collecting, analyzing, and communicating about data effectively to stakeholders about the impact of SEL.

### **Selection Methodology**

Contract Type: Fixed Price

Multiple Awards: N/A

Contract Term: July 29, 2020 through June 30, 2021

Prior Contract End Date: July 28, 2020

Lowest Bidder(s): N/A

Contract Increase: Yes

Vendor & Amount: CASEL (Collaborative for Academic, Social, and Emotional Learning) - Estimated total contract amount: \$160,000.00

Funding Source: Office of Whole Child Services and Support

Title IV: 4561.20.04.0203.02xx.0491.0399

Title IV funds are to be approved as part of the district's Master Plan submission.

Solicitation Process: Pursuant to Section 3-106(6) of the Procurement Administrative Regulations which states the CEO has determined it to be in the best interests of the board to award the contract without competitive source selection.

Justification: See below

MBE/WBE Results: Scope of services does not allow for subcontracting opportunities.

### Justification

CASEL is an independent not-for-profit organization and leading resource for advancing the practice of SEL founded in 1994. CASEL's mission is to establish SEL as an essential part of education from preschool through high school by advancing scientific research on SEL, expanding evidence-based SEL practice, and building the field of SEL. CASEL has been at the forefront of defining the SEL field and setting rigorous standards for SEL programming and research.

CASEL's unique expertise and resources in systemic SEL implementations in urban school districts is based on the learnings and tools derived from its Collaborating Districts Initiative (CDI). In 2010, CASEL launched the CDI, to explore and develop best practices for systemic SEL implementations in eight large school districts. As the only initiative of its kind, CASEL possesses tremendous knowledge and resources to support district-level SEL implementation and is the only organization in the country poised to help inform future efforts to build and sustain systemic support for SEL in other large urban districts across the county.

In addition, CASEL is the sole provider of the SEL Readiness and Engagement Analysis report, which City Schools used to assess its readiness and current state of engagement in SEL supports for students and communities. As the proprietary source of the CASEL Framework and tools to be leveraged in the future, this vendor is uniquely qualified to present on the CASEL Framework and begin engaging school teams in professional learning around Social Emotional Learning.

### Financial/Budget Implications

The Whole Child Services and Support Department through the Student Wholeness office has allocated funding for the CASEL contract. The budgeted amount for this contract is \$160,000.00. Title IV funding will be used to cover the cost of the entire contract. The cost string number for this account is 4561.20.04.0203.02xx.0491.0399. Specifically, the scope of work is outlined below.

BALTIMORE CITY SCOPE OF WORK District-Level Consulting and Coaching						
<u>1</u>		Month	Project Activities	Hours	Rate	Cost

1.1	Design and communicate a model for integrated wholeness	July 1, 2020 - June 30, 2021	Assist with the following: developing a communications plan; serving as a resource to a district level cross-functional team; developing the wholeness model for City Schools that outlines interconnectedness of SEL, RP, equity and trauma-informed care practices; collaborating with the Office of Teaching and Learning on the rollout and necessary training for integrating SEL throughout the instructional framework. (1A,1F,3C)	250	\$230	\$57,500
1.2	Build district level and school level leadership capacity	July 1, 2020- June 30, 2021	Assist with the following: focusing on professional learning development to build the capacity of the district wholeness team and a broader group at the district level who understand wholeness; serve as consultants for identifying content and resources for creation of a professional learning series/modules for teachers and school leaders to strengthen staff social, emotional and cultural competence ; developing reentry strategies and materials post COVID-19 centered on empathy and trust. (2A,2B,2C)	105	\$230	\$24,150

1.3	Develop systems and structures to support a positive school climate and support adults' development of positive attitudes toward engaging with student behavior	July 1, 2020- June 30, 2021	Assist with the following: supporting work to result in a shift away from punitive approaches towards behavior to emphasizing proactive, restorative and developmentally appropriate approaches that support school climate, with a focus on the alignment of SEL, RP and trauma-responsive supports/healing-centered engagement; vetting positive discipline programs; strategic planning for rollout and implementation of climate cohort initiative inclusive of assistance with identifying content and/or resources for supplemental materials and guides; developing processes for collaborating with other district office teams to engage families in SEL activities and establish a two-way communication system. (3D,3F)	250	\$230	\$57,500
1.4	Support for Continuous Improvement	July 1, 2020- June 30, 2021	Assist with continuous improvement in collaboration with members of City Schools' departments engaged in progress monitoring on the following: (1) wholeness room data and outcomes, and (2) climate cohort initiative specific to creating processes and/or documents for reflection, cross-site professional learning, and data-informed decision making.	60	\$230	\$13,800
	Total July 2020 - June 2021			665	\$230	\$152,950
	Travel (up to \$7,000)					\$7,000.00

	Total Services					\$159,950.00
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### Evidence of Effectiveness

The primary goal of CASEL's systemic SEL Readiness and Engagement Analysis is to provide district leaders with a comprehensive assessment of their district's current SEL resources, needs, and capacity to plan and implement SEL throughout the district. The process can serve as an important source of objective information and analysis that will ideally inform leaders' decision making about how best to move forward with SEL in their district.

The information and recommendations derived from this contract, and specifically the SELREA, will support City Schools in deepening its focus on student wholeness and intensifying supports to "intensive learning sites" as part of the Blueprint implementation. CASEL is widely recognized not just for the high quality of its work but for its ability to foster boundary- spanning and collaborative relationships among leaders in a wide range of fields. CASEL's work is grounded in identifying ways that SEL contributes to school improvement through both rigorous research and the experience of leading SEL practitioners. As research evidence continues to surface about social and emotional learning as a promising approach to enhancing academic learning, some district leaders are adopting an SEL focus as part of their plans to improve student outcomes.

The following research papers, articles, and briefs highlight the connectedness and import of focusing on SEL as a means of improving student outcomes:

[https://assets.aspeninstitute.org/content/uploads/2017/09/SEAD-Research-Brief-9.12\\_updated-web.pdf](https://assets.aspeninstitute.org/content/uploads/2017/09/SEAD-Research-Brief-9.12_updated-web.pdf)

<http://www.casel.org/wp-content/uploads/2016/01/meta-analysis-child-development-1.pdf>

<http://casel.org/wp-content/uploads/2016/01/2013-casel-guide-1.pdf>

<http://www.casel.org/partner-districts/washoe-county-school-district/>

These case studies showcase results that are emblematic of those we would like to see in Baltimore City. For example, Washoe County, since beginning SEL implementation in 2012, the Reno-area school district found a 21-point difference in math scores and a 20-point difference in English-Language Arts (ELA) scores between students with low and high social and emotional competencies. Students with higher social emotional (SE) scores perform better than students with lower SE scores in several areas:

- Graduation rates are up 20 points, to 75 percent.
  - More than twice as likely to stay in school
  - Fewer in-school suspensions: 3.0% vs. 8.8%
  - More scores of 3 or 4 on 2014-15 Smarter Balanced math assessment: 45% vs. 23%
  - More scores of 3 or 4 on 2014-15 Smarter Balanced English Language Arts assessment: 61% vs. 40%
1. More eleventh-graders in 2013-14 who graduated from high school in June 2015: 89% vs. 73%

## Specific to Baltimore

Since September 2017, CASEL has been providing City Schools with partnership focused on bringing systemic SEL to the district. As part of this work they have:

- **Built Central Office Expertise and Capacity** through professional learning, consultation, and coaching specifically for central office personnel including the SEL team and district leaders. These activities are designed to orient district leaders and members of the student wholeness team to SEL, its importance, and considerations for how to consider SEL in the context of their specific work in the district. This also includes in-person or virtual cross-district collaboration with role-alikes in other districts to share and learn approaches and best departmental practices directly with peers. Role-alikes are professional learning sessions for colleagues serving in similar roles across various CASEL districts.
- **Built School-Level Capacity** through districtwide as well as intensive learning site-specific support.
- **Districtwide Learning for School Leadership Teams.** CASEL has supported the development and delivery of professional development to school leaders and their instructional leadership teams during systemic professional learning days, Citywide Leadership Sessions, and CAO and CEO Institutes.
- **Intensive Learning Site Development.** CASEL has supported professional development, SEL-focused learning walks, consultation and coaching conversations with forty (41) of the student wholeness Intensive Learning Sites (20 cohort 1 SEL sites and 21 cohort 2 wholeness sites)– a key feature of the implementation of the Blueprint for Success. In this work, CASEL supported schools in:
  - Conducting a comprehensive Needs and Resources Inventory regarding the current state of school-wide SEL in each intensive learning site.
  - Supporting schools in the development of their School-wide Wholeness Plan.
  - Providing consultation and tools to schools for effective engagement in a continuous improvement cycle to review and analyze wholeness room data
  - Providing coaching and on-site support to schools through SEL-focused learning walks.
- **Provided Support for Continuous Improvement of SEL** (fall, winter, and spring) with the district's SEL team to review the CASEL district-level implementation rubric to set implementation goals. City Schools continued to work with CASEL on assessing SEL objectives and articulating plans to achieve those goals.

Beyond technical assistance, City Schools has been able to leverage this network to take intensive learning site leaders and team members and central office staff to Chicago, Atlanta, Sacramento, Austin, and El Paso. In addition, City Schools has been able to attend several CASEL-sponsored conferences.

Hanover Research conducted a program evaluation on the first-year implementation of Intensive Learning Sites, accomplished with support from CASEL. Some of the key findings from the evaluation are as follows:

- Principals reported that SEL has been effective in improving student behavior and reducing the need for disciplinary action in their schools.

- Wholeness rooms are recognized as an important tool for wholeness specialists to address student behavioral or emotional needs without disruption to classroom instruction. Student wholeness specialists and student wholeness rooms allow for timely processing of emotions and de-escalation of challenging circumstances and consistently serve as an intermediate, restorative support for students to prevent further disciplinary actions.
- SEL is seen as a holistic approach to developing more positive relationships with students and their interactions with their peers and teachers through processing their emotions more successfully.
- The CASEL framework provided schools with a common language and initial guidance for implementing SEL in schools using the core team model.

## COVID-19 IMPACT

The COVID-19 pandemic has underscored the need for social and emotional learning as an essential part of high-quality education. The global pandemic and the subsequent disruptions to life at multiple levels for students and their families may have a lasting and profound impact on their wellbeing. With school closures, community precautions such as sheltering and safe social distancing in place, and circumstances leading to financial uncertainty for some families, students are living through an unprecedented series of traumatic events. Traumatic events experienced during childhood have the potential to have lasting, negative effects on student health and wellbeing, including attention, decision-making ability, capacity to learn and ability to manage stress. As a result, school re-entry and transition planning will need to have an intentional focus on creating supportive learning environments where students can enhance their social and emotional competence, experience connection and community, heal and thrive. Prioritizing a focus on social and emotional competence and development provides an opportunity to proactively structure supports needed for students to manage stressors and the impact of COVID-19.

CASEL is prepared to provide consultation, professional learning and coaching sessions virtually using the platforms approved by Baltimore City Public Schools. Additionally, will make available in electronic form any guidance documents needed for reopening planning and identified initiatives.

**Author:** Dr. Sarah Warren, Executive Director of Whole Child Services and Support;  
Ketia C. Stokes, Director- Student Wholeness

*Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for approval of the Board by a single motion. Most of the items listed under the consent agenda have gone through Board subcommittee review and recommendation. Documentation concerning these items has been provided to all Board members and the public in advance to assure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.*

## Motion & Voting

to approve as presented.

Motion by Michelle Harris Bondima, second by Johnette A Richardson.  
Final Resolution: Motion Carries

Yea: Linda Chinnia, Andrew Frank, Martha James-Hassan, Michelle Harris Bondima, Ronald S McFadden, Johnette A Richardson, Vernon Reid, Durryle Brooks, Shantell Roberts  
Abstain: Kyree Sykes



### Agenda Item Details

Meeting	May 14, 2019 - Public Board Meeting
Category	10. PROCUREMENT - CHIEF ACADEMIC OFFICER
Subject	10.09 Collaborative for Academic, Social, and Emotional Learning (CASEL)
Type	Action (Consent)
Recommended Action	<p>The Chief Academic Officer requests the Board's approval to extend the contract term and increase the contract amount with Collaborative for Academic, Social, and Emotional Learning (CASEL) to continue to provide support, training, and guidance in developing and executing a plan for systemic implementation of social and emotional learning (SEL) to district and school-level leadership and staff. The current contract term is October 11, 2017 through September 30, 2019. The Board is requested to approve an extension through December 30, 2019 as well as increase the total contract amount from \$290,000 to \$522,580, an increase of \$232,580.</p> <p>The request is based on the expectation that CASEL will continue its support for the integration of SEL at the district and school levels through the provision of the CASEL framework, professional development and coaching for central staff and schools, and support for continuous improvement. Through this extension, CASEL will continue its support of the 20 Cohort 1 SEL Intensive Learning Site schools as well as expand its work to the 21 newly identified Cohort 2 sites.</p>

**Section 10.09**  
**CHIEF ACADEMIC OFFICER**  
**Collaborative for Academic, Social, and Emotional Learning (CASEL)**

### Request of the Board

The Chief Academic Officer requests the Board's approval to extend the contract term and increase the contract amount with Collaborative for Academic, Social, and Emotional Learning (CASEL) to continue to provide support, training, and guidance in developing and executing a plan for systemic implementation of social and emotional learning (SEL) to district and school-level leadership and staff. The current contract term is October 11, 2017 through September 30, 2019. The Board is requested to approve an extension through December 30, 2019 as well as increase the total contract amount from \$290,000 to \$522,580, an increase of \$232,580.

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In the Summer and Fall of 2016, City Schools CEO Dr. Sonja Brookins Santelises met with hundreds of students, families, staff members, and community stakeholders across Baltimore to learn their ideas on how to improve outcomes for our students and schools. She heard some common themes:

- We need to recognize that our students are unique people with unique experiences, talents, challenges, and social, emotional, and physical lives. By keeping the wholeness of our students in mind and meeting their needs, we can ignite their passion for learning;
- We need to emphasize and improve literacy teaching across grades and content areas. For our students to meet and exceed academic standards, they must be able to comprehend and analyze texts and express themselves across subjects and genres; and
- Whether you are a teacher, coach, custodian, school police officer, principal, or other staff member, you have a leadership role to play in connecting with, supporting, inspiring, and challenging students. This is key to those students' success.

These three areas are intertwined: If students are motivated and excited about learning, have the foundational skills to think critically, analyze deeply, and express themselves powerfully, and have adults who encourage them to persist and excel, they will be positioned to move steadily along the path to high school graduation and postsecondary success.

Research tells us when students are interested in what they are learning, when their curiosity is engaged, and they are motivated, achievement improves. Successful schools provide opportunities for students to explore their interests, with enriching activities both in and out of the classroom. They also create positive cultures where students feel safe and supported in exploring those opportunities.

Recent research has also shown that social and emotional learning and “non-cognitive” skills are important for student success. CASEL is a leader in this field identifying self-awareness, self-management, social awareness, responsible decision making, and relationship skills as important for both personal and academic success, creating a framework to equip schools to help students develop these skills. Competence in these skills has been correlated with improved academic outcomes including higher graduation rates, along with increased career success and well-being.

## **Description of Services**

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- Support to build central office capacity which may include professional learning, consultation, and coaching specifically for central office personnel including the new SEL team hired by the District. These activities are designed to orient department leaders to SEL, its importance, and considerations for how to consider SEL in the context of their specific work in the district.

- Fundraising support, including consulting on fundraising strategy and messaging, availability of speakers, planning resources, and event support to maximize opportunity with local funders. Additionally, CASEL may review grants and applications and provide supporting documentation. When available, CASEL may also bring to the District funding opportunities such as federal or foundation supported grants for national CASEL collaboration projects on targeted priority areas.
- Tools and support to the district which align resources and activities to key goals, objectives, and a vision for SEL in City Schools.
- Professional development to key district office staff and school-based personnel. CASEL may help design and/or provide foundational professional learning sessions, which may include introduction to social and emotional learning training ("SEL 101"), Adult SEL workshops, Integrating PBIS with Systemic SEL, Guidance for Schoolwide SEL, and/or others that will be determined based on identified needs of the district. Professional development can be broad reaching to all schools and/or can focus specifically on Intensive learning site learning.
- Communications support, which may include collaboration to develop and execute an SEL Communications plan, providing expertise on messaging and strategic positioning of SEL and the latest research findings for a variety of audiences (e.g., parents, board, union, funders) and delivery systems (e.g., collateral, web site, presentations, social media). When available, CASEL may also provide opportunities to highlight the District's SEL work through national media opportunities as part of our collaborations and events.
- Support for the development and implementation of **SEL Learning Standards**, which may include consultation with national SEL standards experts and information about relevant policy work with 20 state departments of education connected to CASEL through our Collaborating States Initiative work. Resources and learnings from our national work can be shared and adapted to inform the District's development and implementation of district-specific SEL learning standards.
- Consultation on Evidence-Based SEL Programs, which may include recommendations based on standards, priorities, and budgets. This may also include guidance and/or participation on review committees and implementation planning to ensure buy-in and fidelity of users as well as systems for monitoring, evaluating outcomes, and continuously improving.
- Support with integration of SEL with existing priorities and initiatives. This consultation can help to facilitate the integration of SEL with equity, academic instruction, discipline policies, teacher and principal evaluation practices, hiring practices, and/or other district initiatives and priorities to ensure the overall District SEL implementation is systemic. Additionally, consultation may be provided to help to develop a multi-tiered system of support (MTSS) for the District to outline how SEL is promoted at Tiers I, II, and III and integrated with academic and behavioral supports.
- Support for continuous improvement of SEL to review the CASEL district-level implementation rubric to set implementation goals, develop articulated plans to achieve those goals, and continuously improve SEL throughout the year.

In addition, the CASEL partnership includes participation in exclusive CASEL events and activities for districts, such as:

- Annual cross-district convening (six to eight District participants; two to three nights). Superintendent participation is encouraged for this annual event.

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- Bi-annual professional development collaborations (SEL and Equity lead) around focused areas of SEL & Equity alignment. Webinars scheduled four times annually serve as additional opportunities for partner districts to share best practices and deepen learning.
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- Superintendent's Roundtable meetings (one District participant; one night).
- Coordinated and facilitated visits to other CDI districts with action plans (4-20 District participants; one to two nights).
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- Participation in role-alike professional learning communities (PLCS). For example:  
District Research and Evaluation staff members may engage in a learning community with other districts via ongoing webinars and in-person meetings, through which districts can learn about various topics related to research and evaluation, such as SEL data collection instruments and protocols; data analysis; best practices for reporting and using SEL data to inform practice; and collecting, analyzing, and communicating about data effectively to stakeholders about the impact of SEL.

## Selection Methodology

Contract Type: Fixed Price Contract

Multiple Award: No

Contract Term: October 11, 2017 through December 31, 2019

Prior Contract End Date: N/A

Lowest Bidder(s): N/A

Contract Increase: Yes - \$232,580.00

Vendor & Amount: CASEL (Collaborative for Academic, Social, and Emotional Learning) -

Estimated total contract amount: \$522,580

Funding Source: FY 19 Title IV: 4561.19.02.0203.02xx.0491.0399

Title IV funds are to be approved as part of the district's Master Plan submission.

Solicitation process: Pursuant to Section 3-106(2)(e) of the Procurement Administrative Regulations which states the CEO has determined it to be in the best interests of the board to award the contract without competitive source selection.

MBE/WBE Results: This contract has not been assigned M/WBE goals because the scope of services does not allow for subcontracting opportunities.

## Justification

CASEL is an independent not-for-profit organization and leading resource for advancing the practice of SEL founded in 1994. CASEL's mission is to establish SEL as an essential part of education from preschool through high school by advancing scientific research on SEL, expanding evidence-based SEL practice, and building the field of SEL. CASEL has been at the forefront of defining the SEL field and setting rigorous standards for SEL programming and research.

CASEL's unique expertise and resources in systemic SEL implementations in urban school districts is based on the learnings and tools derived from its Collaborating Districts Initiative (CDI). In 2010, CASEL launched the CDI, to explore and develop best practices for systemic SEL implementations in eight large school districts. As the only initiative of its kind, CASEL possesses tremendous knowledge and resources to support district-level SEL implementation, and is the only organization in the country poised to help inform future efforts to build and sustain systemic support for SEL in other large urban districts across the county, including D.C. Public Schools.

In addition, CASEL is the sole provider of the SEL Readiness and Engagement Analysis report, which City Schools will be using to assess its readiness and current state of engagement in SEL supports for students and communities. This report provides an assessment of the current SEL implementation in the district, evaluates the district's readiness to implement systemic approach to SEL at all levels based on organizational capacity, structure and willingness, and provides a set of recommendations that identifies viable implementation strategies, possible points of leverage, and potential challenges. The recommendations in this report are aligned with CASEL's Theory of Action for Systemic SEL.

As the proprietary source of the CASEL Framework and tools to be leveraged in the future, this vendor is uniquely qualified to present on the CASEL Framework and begin engaging school teams in professional learning around Social Emotional Learning.

### **Financial/Budget Implications**

The cost of the contract will be supported through the use of Title IV funds to support and promote safe and healthy students with an eye on social emotional learning. Specifically, the scope of work is outlined below.

<b>City Schools Scope of Work</b>		<b>Month</b>	<b>Project Activities</b>	<b>Hours</b>	<b>Rate</b>	<b>Cost</b>
<b>1</b>	<b>District-Level Training</b>					

1.1	Foundational Learning and Generating Commitment for Central Office Leaders	May - Dec	Co-Facilitate with district SEL team	48	\$230	\$11,040
1.2	CASEL & District Systemic PL	Jan - June	Support to SEL team with planning and facilitating District PL sessions	32	\$230	\$7,360
1.3	CAO Conference	May - June	Planning of sessions	16	\$230	\$3,680
<b>2</b>	<b>District-Level Consulting and Coaching</b>					
2.1	Consulting and coaching of Student Wholeness team on implementation of district and school-wide SEL plan (including support to intensive learning sites)	Jan - June	Support to SEL and other parts of student wholeness team, as requested. Support for priorities identified on the TOA/rubric.	102	\$230	\$23,460
2.1	Consulting and coaching of Student Wholeness team on implementation of district and school-wide SEL plan (including support to intensive learning sites)	July - Dec	Support to SEL and other parts of student wholeness team, as requested. Support for priorities identified on the TOA/rubric.	102	\$230	\$23,460

2.2	Providing on- going consultation and support for priorities identified by the district from the CASEL TOA	Jan - June	Sample activities may relate to earlier work on visioning, upcoming work related to evidence-based programs, and on-going work around communications.	36	\$230	\$8,280
2.2	Providing on- going consultation and support for priorities identified by the district from the CASEL TOA	July - Dec	Sample activities may relate to earlier work on visioning, upcoming work related to evidence-based programs, and on-going work around communications.	36	\$230	\$8,280
2.3	Support for District Communications Planning/Strategy.	May - Dec	CASEL to support the Student Wholeness Office is developing a communications campaign and strategy	60	\$230	\$13,800

2.4	Support for developing and implementing continuous improvement/ measurement plan	Jan - Dec	Support in planning for and progress monitoring of TOA/rubric priority elements; support in SEL data measurement alignment with other district data measures; in coordination with Hanover	90	\$230	\$20,700
<b>3</b>	<b>Support for SEL Intensive Learning Sites</b>					
3.1	SEL School Based Team Coaching- January 9th - 11th, 22nd -24th	January	Guidance on the development of an SEL plan; implementation strategies; and coaching on alignment of SEL budget with identified priorities. Periodic site visits and guided SEL walk-throughs with the SEL Team; coaching based on site specific SEL needs.	72	\$230	\$16,560

3.2	SEL School Based Guided Walkthrough with District Leadership	May - June	Support the planning and execution of a guided walkthrough of select ILS with district leadership, and Central Office SEL team to support increased understanding of systemic SEL implementation at the school site level.	40	\$230	\$9,200
3.3	Engagement with SEL Intensive Learning Site Staff: End of June Cohort 1	June	Co-planning reflection and celebration session with Intensive Learning Sites from Cohort 1. Gather key lessons learned. (Remote support)	24	\$230	\$5,520
3.4	Engagement with SEL Intensive Learning Site Staff: End of August Cohort 1	August	Co-facilitate Retreat & planning session with Intensive Learning Sites to inform Cohort I. The 40 hours includes 2 days of onsite support per consultant and 8 hours of planning for each cohort.	40	\$230	\$9,200

3.5	Engagement with SEL Intensive Learning Site Staff: End of August Cohort 2	August	Co-facilitate Retreat and Planning session with Intensive Learning Sites to inform Cohort II. The 40 hours includes 2 days of onsite support per consultant and 8 hours of planning for each cohort.	40	\$230	\$9,200
3.6	Support for Needs & Resources Inventory work at Cohort 2 ILS sites	Sept - Oct	Supporting learning walks and conversations to accurately assess the current state of SEL in the schools Estimating 3 hr. per school (3*21) or 2 (1.5-hour visits)	63	\$230	\$14,490
3.7	Support for School-wide SEL plan development at cohort 2 sites	Nov - Dec	Support City Schools SEL Team and ILS Sites in drafting School-wide SEL plans. Estimating 3 hr. per school (3*21) or 2 (1.5 hour visits) ( <i>Possible remote support due to calendar restrictions</i> ).	63	\$230	\$14,490

3.8	Support for SEL Team Action plans to support each cohort 2 sites	Oct - Dec	Support SEL Team Action plans development. Identifying trends in support needs for both SEL team and Schools. Estimating 8 hours per SEL specialist (2x8=16) <i>(Possible remote support building off of previous support offered in this area).</i>	16	\$230	\$3,680
3.9	Site visit to cohort 2 to conduct learning walk aligned to school plan implementation and School-wide SEL indicators	Oct - Dec	Ongoing learning walk and coaching support to schools to help them continually assess and look for SEL in their school <i>(additional thought regarding the mode of support, either remote or onsite, will be needed to ensure that the designated hours are provided while continuing to support corresponding activities).</i>	60	\$230	\$13,800

3.1	Coordination of visits to other CASEL partner districts	Jan - Dec	Line up dates, support creation of agenda and organization of plans/logistics	6	\$230	\$1380
	<b>Total January 2019 - December 2019</b>			<b>946</b>	<b>\$230</b>	<b>\$217,580</b>
	Travel (up to \$15,000)			\$15,000.00		\$15,000.00
	<b>Total Services</b>				<b>\$232,580.00</b>	

### Evidence of Effectiveness

The primary goal of CASEL's systemic SEL Readiness and Engagement Analysis is to provide district leaders with a comprehensive assessment of their district's current SEL resources, needs, and capacity to plan and implement SEL throughout the district. The process can serve as an important source of objective information and analysis that will ideally inform leaders' decision making about how best to move forward with SEL in their district.

The information and recommendations derived from this contract, and specifically the SELREA, will support City Schools in deepening its focus on student wholeness and intensifying supports to "intensive learning sites" as part of the Blueprint implementation. CASEL is widely recognized not just for the high quality of its work but for its ability to foster boundary-spanning and collaborative relationships among leaders in a wide range of fields. CASEL's work is grounded in identifying ways that SEL contributes to school improvement through both rigorous research and the experience of leading SEL practitioners. As research evidence continues to surface about social and emotional learning as a promising approach to enhancing academic learning, some district leaders are adopting an SEL focus as part of their plans to improve student outcomes.

The following research papers, articles, and briefs highlight the connectedness and import of focusing on SEL as a means of improving student outcomes:

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These case studies showcase results that are emblematic of those we would like to see in Baltimore City. For example, Washoe County, since beginning SEL implementation in 2012, the Reno-area school district found a 21-point difference in math scores and a 20-point difference in English-Language Arts (ELA) scores between students with low and high social and emotional competencies. Students with higher social emotional (SE) scores perform better than students with lower SE scores in several areas:

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- More scores of 3 or 4 on 2014-15 Smarter Balanced English Language Arts assessment: 61% vs. 40%
- More eleventh-graders in 2013-14 who graduated from high school in June 2015: 89% vs. 73%

Because the work with CASEL is grounded in the initial SELREA needs assessment, each partner district that CASEL supports engages in SEL in a unique and tailored way. City Schools will engage with CASEL following the SELREA visit to determine the full scope of work as informed by their site visit.

### Specific to Baltimore

Since September 2017, CASEL has been providing City Schools with partnership focused on bringing systemic SEL to the district. As part of this work they have:

- **Built Central Office Expertise and Capacity** through professional learning, consultation, and coaching specifically for central office personnel including the SEL team and district school leaders. These activities are designed to orient department leaders to SEL, its importance, and considerations for how to consider SEL in the context of their specific work in the district. This also may include in-person or virtual cross-district collaboration with role-alikes in other districts to share and learn approaches and best departmental practices directly with peers.
- **Built School-Level Capacity** through districtwide as well as intensive learning site-specific support.
  - ***Districtwide Learning for School Leadership Teams.*** CASEL has supported the development and delivery of professional development to school leaders and their instructional leadership teams during systemic professional learning days, Citywide Leadership Sessions, and CAO and CEO Institutes.
  - ***Intensive Learning Site Development.*** CASEL has supported professional development, SEL-focused learning walks, consultation and coaching conversations with the district's first cohort of SEL Intensive Learning Sites – a key feature of the implementation of the Blueprint for Success. In this work, CASEL supported schools in:
    - Conducting a comprehensive Needs and Resources Inventory to the current state of school-wide SEL in each intensive learning site.
    - Supporting schools in the development of their School-wide SEL Plan.
    - Providing coaching and on-site support to schools through SEL-focused learning walks.

- **Provided Support for Continuous Improvement of SEL** (fall, winter, and spring) with the district's SEL team to review the CASEL district-level implementation rubric to set implementation goals. City Schools continued to work with CASEL on assessing SEL objectives and articulating plans to achieve those goals.

Beyond technical assistance, City Schools has been able to leverage this network to take intensive learning site leaders and central staff to Chicago, Atlanta, Sacramento, Austin, and El Paso. In addition, City Schools has been able to attend several CASEL-sponsored conferences.

City Schools is currently conducting a program evaluation which looks at the implementation of SEL across intensive learning sites. Part of this process is being conducted in partnership with Hanover Research. Additional details on the implementation of the SEL work and CASEL partnership will emerge from that analysis.

This one (1) year renewal seeks to continue this work as well as to expand the reach of CASEL into a new cohort of Student Wholeness Intensive Learning Sites.

**Author:** Sean Conley, Chief Academic Officer

*Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for approval of the Board by a single motion. Most of the items listed under the consent agenda have gone through Board subcommittee review and recommendation. Documentation concerning these items has been provided to all Board members and the public in advance to assure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.*

### **Motion & Voting**

To approve as presented.

Motion by Martha James-Hassan, second by Muriel Berkeley.

Final Resolution: Motion Carries

Yea: Muriel Berkeley, Cheryl Casciani - Chair, Linda Chinnia, Andrew Frank, Martha James-Hassan, Ronald S McFadden, Vernon Reid, Joshua Lynn

Not Present at Vote: Michelle Harris Bondima, Johnette A Richardson



### Agenda Item Details

Meeting	Oct 10, 2017 - Public Board Meeting
Category	10. PROCUREMENT - CHIEF ACADEMIC OFFICER
Subject	10.02 Collaborative for Academic, Social, and Emotional Learning (CASEL)
Type	Action (Consent)
Recommended Action	The Chief Academic Officer requests the Board's approval to contract with Collaborative for Academic, Social, and Emotional Learning (CASEL) for a total cost of \$290,000.00 to work with district and school-level leadership and staff to provide support, training, and guidance in developing and executing a plan for systemic implementation of social and emotional learning (SEL). The contract term is October 11, 2017 through September 30, 2018 with a one (1) year renewal option pending review of effectiveness of the partnership and impact on school and student outcomes related to social and emotional learning (SEL).

**Section 10.02**  
**CHIEF ACADEMIC OFFICER**  
**Collaborative for Academic, Social, and Emotional Learning (CASEL)**

### Request of the Board

The Chief Academic Officer requests the Board's approval to contract with Collaborative for Academic, Social, and Emotional Learning (CASEL) for a total cost of \$290,000.00 to work with district and school-level leadership and staff to provide support, training, and guidance in developing and executing a plan for systemic implementation of social and emotional learning (SEL). The contract term is October 11, 2017 through September 30, 2018 with a one (1) year renewal option pending review of effectiveness of the partnership and impact on school and student outcomes related to social and emotional learning (SEL).

In the Summer and Fall of 2016, City Schools CEO Sonja Brookins Santelises met with hundreds of students, families, staff members, and community stakeholders across Baltimore to learn their ideas on how to improve outcomes for our students and schools. She heard some common themes:

- We need to recognize that our students are unique people with unique experiences, talents, challenges, and social, emotional, and physical lives. By keeping the wholeness of our students in mind and meeting their needs, we can ignite their passion for learning;
- We need to emphasize and improve literacy teaching across grades and content areas. For our students to meet and exceed academic standards, they must be able to comprehend and analyze texts and express themselves across subjects and genres; and

- Whether you are a teacher, coach, custodian, school police officer, principal, or other staff member, you have a leadership role to play in connecting with, supporting, inspiring, and challenging students. This is key to those students' success.

These three areas are intertwined: If students are motivated and excited about learning, have the foundational skills to think critically, analyze deeply, and express themselves powerfully, and have adults who encourage them to persist and excel, they will be positioned to move steadily along the path to high school graduation and postsecondary success.

Research tells us when students are interested in what they are learning, when their curiosity is engaged and they are motivated, achievement improves. Successful schools provide opportunities for students to explore their interests, with enriching activities both in and out of the classroom. They also create positive cultures where students feel safe and supported in exploring those opportunities.

Recent research has also shown that social and emotional learning and "non-cognitive" skills are important for student success. For example, CASEL has identified self-awareness, self-management, social awareness, responsible decision making, and relationship skills as important for both personal and academic success, and has created a framework to equip teachers to help students develop these skills. Competence in these skills has been correlated with improved academic outcomes including higher graduation rates, along with increased career success and well-being.

We also know from research and our own experience in our schools that students may need resources and support to ensure that their physical needs are met. Students who are hungry are likely to have trouble focusing on classroom assignments; students who need glasses may struggle simply because they can't see what's written on the white board.

In the Winter and Spring of 2017, Dr. Santelises charged a working group of district and school leaders and community partners with exploring national and international research on best practices in the areas of student wholeness, literacy, and staff leadership. Their job was to create a strategic, evidence-based guide to what students will be taught, how they will be taught, and how to improve the environments in which they are taught, with markers along the way to ensure we are going in the right direction. Each group interviewed national experts in the respective focus areas, and each tested its recommendations with focus groups of teachers, principals, district staff members, and members of the Board of School Commissioners.

As such, to support City Schools in assessing the state of SEL across the district, establishing and executing a plan for supporting the needs in SEL, and in leveraging key data to understand our growth and areas for development, City Schools seeks a partnership with CASEL whose research and evidence-based framework, competencies, and implementation design will propel the focus on SEL for all schools. To launch this work specifically, City Schools seeks CASEL to conduct its proprietary needs assessment, CASEL's systemic social and emotional learning (SEL) Readiness and Engagement Analysis known as the SELREA.

The primary goal of CASEL's systemic SEL Readiness and Engagement Analysis is to provide district leaders with a comprehensive assessment of their district's current SEL resources, needs, and capacity to plan and implement SEL throughout the district. The process can serve as an important source of objective information and analysis that will ideally inform leaders' decision making about how best to move forward with SEL in their district. Specifically, the 2-day site visit will consist of school and classroom observations, interviews with school based and district staff, as well as Executive level leadership conversations. The site visit data will be reviewed and shared with the district as an SEL report which will support City Schools in identifying critical needs, areas of strength and opportunities for growth in SEL.

Following the SELREA, CASEL will provide City Schools with the Readiness and Engagement Analysis Report which will inform the full complement of services City Schools will receive through a partnership with CASEL in areas including, but not limited to:

- Technical assistance activities during the partnership, such as activities in the following areas depending on priorities determined during the Partnership Collaboration planning meeting:

- Support to **Build Central Office Expertise and Capacity**. This may include professional learning, consultation, and coaching specifically for central office personnel including the new SEL team hired by the District. These activities are designed to orient department leaders to SEL, its importance, and considerations for how to consider SEL in the context of their specific work in the district. This also may include in-person or virtual cross-district collaboration with role-alikes in other districts to share and learn approaches and best departmental practices directly with peers.
- Consultation on **Resource Alignment** to support systemic SEL in the district. This may include guidance for:
- Hiring key central office SEL positions, including sharing relevant resources (e.g., job descriptions, evaluations, interview questions, etc.), reviewing candidate resumes and profiles, participating in the interview process, and/or making final recommendations for final candidates.
- Budgeting support for staffing and programming needs, including consultation on funding sources and allocation recommendations.
- Fundraising support, including consulting on fundraising strategy and messaging, availability of speakers, planning resources, and event support to maximize opportunity with local funders. Additionally, CASEL may review grants and applications and provide supporting documentation. When available, CASEL may also bring to the District funding opportunities such as federal or foundation supported grants for national CASEL collaboration projects on targeted priority areas.
- Tools and support to assist the District in conducting a comprehensive district **Resources and Needs Inventory** to assess programming and initiatives in place that can be leveraged and spread while identifying areas of need in schools throughout the district.
- **Professional development** to key district office staff and school-based personnel. CASEL may help design and/or provide foundational professional learning sessions, which may include introduction to social and emotional learning training ("SEL 101"), Adult SEL workshops, Integrating PBIS with Systemic SEL, Guidance for Schoolwide SEL, and/or others that will be determined based on identified needs of the district.
- **Communications** support, which may include collaboration to develop and execute an SEL Communications plan, providing expertise on messaging and strategic positioning of SEL and the latest research findings for a variety of audiences (e.g., parents, board, union, funders) and delivery systems (e.g., collateral, web site, presentations, social media). When available, CASEL may also provide opportunities to highlight the District's SEL work through national media opportunities as part of our collaborations and events.
- Support for the development and implementation of **SEL Learning Standards**, which may include consultation with national SEL standards experts and information about relevant policy work with 20 state departments of education connected to CASEL through our Collaborating States Initiative work. Resources and learnings from our national work can be shared and adapted to inform the District's development and implementation of district-specific SEL learning standards.

- Consultation on the **Adoption of Evidence-Based SEL Programs**, which may include recommendations based on standards, priorities, and budgets. This may also include guidance and/or participation on review committees and implementation planning to ensure buy-in and fidelity of users as well as systems for monitoring, evaluating outcomes, and continuously improving.
- Support with **Integration of SEL with Existing Priorities and Initiatives**. This consultation can help to facilitate the integration of SEL with equity, academic instruction, discipline policies, teacher and principal evaluation practices, hiring practices, and/or other district initiatives and priorities to ensure the overall District SEL implementation is systemic. Additionally, consultation may be provided to help to develop a multi-tiered system of support (MTSS) for the District to outline how SEL is promoted at Tiers I, II, and III and integrated with academic and behavioral supports.
- **Ongoing Support for Continuously Improving SEL Implementation** CASEL will meet three times annually (fall, winter, and spring) with the district's SEL team to review the CASEL district-level implementation rubric to set implementation goals, develop articulated plans to achieve those goals, and continuously improve SEL throughout the year. Additionally, CASEL will provide access to our assessment protocols, tools, and resources (e.g., action-oriented SEL data reporting and associated trainings and companion materials). As needed based on the capacity of the district team, CASEL will provide consultation and professional development around other essential elements of SEL continuous improvement, including establishing, testing, and improving a working theory of change and how to continuously improve SEL at the school-level.

**For all schools**, CASEL will assist with planning and execution of four professional learning sessions to help all schools deepen their understanding of systemic school SEL, and to reinforce the priorities and practical applications outlined in the CEO Blueprint.

**For the Intensive Learning Schools (ILSs)**, CASEL will assist with planning and execution of professional learning based on CASEL's Guide to Schoolwide SEL ("the School Guide") and coordinated capacity-building support of central office staff and principals in implementing the activities in the School Guide within Cohort I schools. Support for these schools may include:

- Co-facilitated quarterly professional learning community (PLC) meetings with SEL teams to discuss progress, share practices, and troubleshoot challenges.
- Guidance for monthly visits by District SEL team to ILS cohort. This may include some visits together, modeling how to check in with an SEL school, facilitation of school-based SEL team meetings, walkthrough protocols, etc.
- Specific support and training on School Guide usage and tools, including support of SEL Planning lab activities that enable schools to develop strategic SEL plans for their school.
- Opportunities for in-person and/or virtual professional learning sessions on each of the School Guide Key Activities:
  - Building Awareness, Commitment, and Ownership
  - Developing a Shared Vision and Plan
  - Cultivating Adult SEL

- Promoting Student SEL
- Establishing Systems for Continuous Improvement

Beyond technical assistance, a CASEL partnership includes participation in exclusive **CASEL events and activities for CDI districts**, such as:

- Annual cross-district convening (six to eight District participants; two to three nights). Superintendent participation is encouraged for this annual event.
- Bi-annual professional development collaborations (two to four District participants; two nights).
- Bi-annual professional development collaborations (SEL and Equity lead) around focused areas of SEL & Equity alignment. Webinars scheduled four times annually serve as additional opportunities for partner districts to share best practices and deepen learning.
- Annual onboarding professional learning opportunity (offered over summer months) for new-to-district SEL team members.
- Superintendent's Roundtable meetings (one District participant; one night).
- Coordinated and facilitated visits to other CDI districts with action plans (4-20 District participants; one to two nights).
- Regular webinars with SEL leads – occur monthly on topics identified by districts as areas of interest.
- Participation in role-alike professional learning communities (PLCS). For example:
- District Research and Evaluation staff members may engage in a learning community with other districts via ongoing webinars and in-person meetings, through which districts can learn about various topics related to research and evaluation, such as SEL data collection instruments and protocols; data analysis; best practices for reporting and using SEL data to inform practice; and collecting, analyzing, and communicating about data effectively to stakeholders about the impact of SEL.

Participation and meals for attendees at CASEL events are included, however District will cover the cost of transportation and lodging for attending participants.

The specific scope of services would be planned in partnership with CASEL following the review of SELREA results. The funds reserved for this work would support the technical assistance provided to City Schools through services identified above.

### **Alignment with other Programs:**

City schools seeks to intentionally integrate SEL and academic programming across district initiatives. City Schools Blueprint for Success draws the through-lines between learning environment, culture, climate, and student wholeness to academic growth and achievement for students.

In addition, schools already implement multiple SEL focused programs (e.g., Restorative Practices, PBIS, etc.) and has received grants from other community and government organizations to support social emotional learning in City Schools. In addition, the Open Society Institute has invested in Restorative Practices across 20 schools to also become intensive learning sites as part of the Blueprint. To support and maximize those efforts, CASEL will support the alignment of all SEL programs and practices as a part of their partnership to ensure the SEL focus in City Schools is aligned and coordinated to meet the needs of students and schools.

### **Selection Methodology**

Contract Type: Fixed Price Contract

Multiple Award: No

Contract Term: October 11, 2017 – September 30, 2018

Prior Contract End Date: N/A

Lowest Bidder(s): N/A

Contract Increase: N/A

Vendor & Amount: CASEL (Collaborative for Academic, Social, and Emotional Learning) \$290,000.00

Funding Source: FY 17 Title II: 4663.17...XXXX.0520.0311 - \$40,000 (SELREA)

FY 18 Title IV: NEW TBD - \$250,000 (CASEL Support).

Title IV funds are to be approved as part of the district's Master Plan submission

Solicitation process: Pursuant to Section 3-106(2)(e) of the Procurement Administrative Regulations which states the CEO has determined it to be in the best interests of the board to award the contract without competitive source selection.

MBE/WBE Results: N/A

### **Justification**

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CASEL's unique expertise and resources in systemic SEL implementations in urban school districts is based on the learnings and tools derived from its Collaborating Districts Initiative (CDI). In 2010, CASEL launched the CDI, to explore and develop best practices for systemic SEL implementations in eight large school districts. As the only initiative of its kind, CASEL possesses tremendous knowledge and resources to support district-level SEL implementation, and is the only organization in the country poised to help inform future efforts to build and sustain systemic support for SEL in other large urban districts across the county, including D.C. Public Schools.

In addition, CASEL is the sole provider of the SEL Readiness and Engagement Analysis report, which City Schools will be using to assess its readiness and current state of engagement in SEL supports for students and communities. This report provides an assessment of the current SEL implementation in the district, evaluates the district's readiness to implement systemic approach to SEL at all levels based on organizational capacity, structure and willingness, and provides a set of recommendations that identifies viable implementation strategies, possible points of leverage, and potential challenges. The recommendations in this report are aligned with CASEL's Theory of Action for Systemic SEL.

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- More scores of 3 or 4 on 2014-15 Smarter Balanced English Language Arts assessment: 61% vs. 40%
- More eleventh-graders in 2013-14 who graduated from high school in June 2015: 89% vs. 73%

Because the work with CASEL is grounded in the initial SELREA needs assessment, each partner district that CASEL supports engages in SEL in a unique and tailored way. City Schools will engage with CASEL following the SELREA visit to determine the full scope of work as informed by their site visit.

**Author:** Sean Conley, Chief Academic Officer

*Our adopted rules of Parliamentary Procedure, Robert's Rules, provide for a consent agenda listing several items for approval of the Board by a single motion. Most of the items listed under the consent agenda have gone through Board subcommittee review and recommendation. Documentation concerning these items has been provided to all Board members and the public in advance to assure an extensive and thorough review. Items may be removed from the consent agenda at the request of any board member.*

## **Motion & Voting**

to approve consent agenda items as presented.

Motion by Tina Hike Hubbard, second by Michelle Harris Bondima.

Final Resolution: Motion Carries

Yea: Marnell A Cooper, Tina Hike Hubbard, Muriel Berkeley, Cheryl Casciani - Chair, Linda Chinnia, Andrew Frank, Martha James-Hassan, Peter Kannam - Vice Chair, Michelle Harris Bondima