

# Culturally Responsive Embedded Social and Emotional Learning (CRESEL) Talking Points

CRESEL is an Investing in Innovation Fund (i3) grant, a competitive grant funded by the US Department of Education (the purpose of the i3 grants is to design and implement innovative practices that improve student achievement and can serve as models of best practices for other sites across the country).

CRESEL supports **district** and **school personnel** in helping **students effectively master SEL skills** – self-awareness, self-management, social awareness, relationship building, and decision-making – in ways that are **consistent with their cultural context**.

## **Anticipated outcomes include:**

- improved academic achievement;
- fewer behavioral problems;
- increased student engagement;
- improved school climate and cultural connectedness;
- and reinforcement of SEL in after-school, families and the community.

## **CRESEL Partners:**

- Seven Alaska school districts (Bering Strait, Nome, Kusuk, Lower Yukon, Kodiak, Sitka, Hydaburg)
- First Alaskans Institute (FAI)
- Alaska Afterschool Network
- Regional organizations
- American Institutes for Research (AIR)
- Association of Alaska School Boards (AASB)

## **CRESEL Four Core Activity Areas**

CRESEL is a structured **process, not a program** or curriculum. Each district participates in the same process, but what that process produces will look very different in each district and school-site because the process is embedded in the cultural context of the community.

### **District SEL Infrastructure Activities (District Leadership Team, AASB):**

- Develop district-wide SEL vision, goals, and action plan
- Review district specific data, e.g. SCCS, YRBS to inform SEL planning
- Align SEL and the district teaching framework
- Develop culturally responsive SEL K-12 learning standards and benchmarks
- Select evidence-based SEL approach that meets the district's specific needs
- Participate in a state-wide learning community
- Provide coaching support for sites to support SEL implementation in schools and district.

### **School-Wide SEL (School-Based Leadership Team, AASB):**

- Develop a site-based SEL action plan aligned with the district-wide plan

- Integrate SEL into school-wide expectations, norms, and practices, e.g. PBS
- Deliver SEL approach in classrooms
- Participate in professional development

#### **Out of School Time SEL (Alaska Afterschool Network, AASB):**

- Integrate SEL principles in organizing, planning, and carrying out after-school activities
- Implement district SEL learning standards and benchmarks in afterschool programming, at home, and in the community
- Participate in professional development to link parents to SEL.

#### **Culturally Responsive Processes and Practices (First Alaskans, Regional Partners, AASB):**

- Facilitate family/community visioning conversations to guide culturally responsive SEL
- Align SEL competencies with cultural values
- Modify selected evidence-based approach to reflect community culture
- Develop culturally responsive lessons and assessment
- Participate in trauma-informed and culture-based professional development to build resiliency and cultural connectedness among students.

### **CRESEL Resources and Supports**

- Facilitation, coaching and professional development for the SEL planning and implementation process
- Training and resources for establishing trauma-informed schools and policies
- Criteria for choosing an evidence-based SEL approach that is best suited to the district and community
- Participation in state and district-wide SEL learning communities
- Funds over the 3.5 years of the grant to pay for SEL materials, training costs, and stipends for the district project coordinator and SEL coaches.

### **Timeline**

#### **Year 1 Focus**

- Putting the foundational pieces in place at the district level to support the project and to begin community conversations around culturally embedding SEL.
- Ensuring that district-wide and school-based SEL planning activities are aligned and that staff receive essential professional development and coaching so they are prepared for implementation.
- Making cultural adaptations to the evidence-based approach

#### **Year 2 Focus**

- Infusing CRESEL into school-wide, afterschool, family and community contexts
- Implementing the evidence-based approach in classrooms and school-wide

#### **Year 3 Focus**

- Continuous quality improvement

# Welcome to the CRESEL Team!

Here is a brief update of what CRESEL is all about:

## What is CRESEL?

- CRESEL – Culturally Responsive Embedded Social and Emotional Learning
- Funded through an i3 (Investing in Innovation) Grant awarded to approximately 7 out of 1000 applicants. The purpose of the i3 grants is to design and implement innovative practices that improve student achievement and can serve as models of best practices for other sites across the country.
- CRESEL is comprised of 4 core activity areas: 1) District SEL infrastructure; 2) School-wide SEL; 3) Out of school time SEL: after school, family, community; and 4) Culturally responsive processes and practices.
- Kuspuk School Board approved grant participation in Spring, 2016. Grant funding will expire June, 2019 (approximately)

## Why do we need CRESEL in our district?

- CRESEL supports district and school personnel in helping students effectively master SEL skills: self-awareness, self-management, social awareness, relationship building, and decision-making – in ways that are consistent with their cultural context.
- CRESEL will provide support and resources in meeting the state's required standards for Healthy Skills (as noted above)
- CRESEL instructional practices will help students meet the Career/College Ready goals and Employability competencies, attitudes, and values deemed important by employers across our state and nation.

## Who is involved in the CRESEL planning process?

- The Kuspuk School District CRESEL Team is comprised of: Shari Cobb, CRESEL Grant Coordinator; Erich Kuball, Superintendent; Larry Cobb, Director of Curriculum & Instruction; Elaine O'Rourke, Coordinator of Special Education; Harvey Hoffman, II, Board Member; Daisy Phillips, Aniak Traditional Council Member; Severin Gardner, Principal; David Hamilton, Principal; Steven Porter, Principal; Angela Hayden, Teacher; Marcus Dammeyer, Teacher; Judy Hager, Teacher (Teachers added to the team, Nov. 1, 2016)
- CRESEL implementation partners include participating Alaskan school districts, First Alaskans Institute, the Alaska Afterschool Network, and regional organizations
- Heather Coulehan, AASB SEL Coordinator; Lori Grassgreen, AASB ICE Director have provided training to help guide our next steps in the planning process.

## What have we accomplished to date?

- Grant Coordinator attended training in Anchorage in September.
- CRESEL District Team received training from Heather Coulehan and Lori Grassgreen, Oct. 18-19.
- CRESEL Team created our District Vision concerning the implementation of CRESEL
- A rough draft of our District Action Plan has been created. This plan will be amended as necessary throughout our planning sessions.
- A timeline of activities has been created. Amendments as needed!

## What are our next steps?

- CRESEL District Team will meet (Nov. 1) and determine any additions/deletions to our Action Plan.
- CRESEL District Team will discuss Timeline of Activities
- CRESEL District Team will identify the key components of future implementation
- CRESEL District Team will identify resources and/or staff development needs for implementation

# Culturally Responsive Embedded Social and Emotional Learning CRESEL

## Co-Creation Model

