FROM A NATION AT RISK
TO A NATION AT HOPE

#NationAtHope
The Commission has energized a wide-ranging coalition of actors and organizations that are committed to making the social, emotional, and cognitive dimensions of learning part of the fabric of every school and community.

As the Commission issues its final report, a broad array of organizations has committed to the actions described in the following slides.
Edutopia has leveraged video, journalism, and the authentic voices of education to launch today a series of 20+ video shorts that connect the science of learning to practice in our schools.
American Federation of Teachers will use the resources and recommendations of the Commission to enhance and revise its current professional development offerings with an increased emphasis on social, emotional, and academic development for educators and school-site teams.
Consortium for Educational Change will continue to equip local school districts to communicate and engage with stakeholders, provide ongoing professional development, evaluate practices and outcomes for improvement, and nurture partnerships with families and communities in order to strengthen the social and emotional health of both students and educators.
AYPF remains committed to promoting education, youth, and workforce policies that help underserved youth develop the necessary skills, including social and emotional skills, for life success in both school and out-of-school settings.
National 4-H Council, Cooperative Extension System, and Well Connected Communities across America are launching the inaugural True Leaders in Equity Institute in April 2019 to advance innovative solutions through youth-adult partnerships via whole child, whole school, whole community approaches.
EL Education will continue to support integrated social, emotional, and academic learning as the foundation of our model of education in the 550 schools where we serve over 250,000 students through district and school partnerships as well as through our open educational resources.
Center for Supportive Schools will continue to partner with schools in three areas: developing all students into leaders; empowering teachers to collaborate with each other and with students; and engaging school communities to improve how learning happens.
Higher Achievement is working with American Institutes of Research to produce online training in social and emotional learning for staff and volunteers.
Generation Citizen is advocating for state- and local-level policy change to institutionalize stronger civics, specifically social and emotional-aligned Action Civics.
Facing History and Ourselves and the Chicago Public Schools have formed a partnership to provide curriculum and professional development—integrating social and emotional learning, civics, and history—in all the district’s middle and high schools by the 2020-21 school year.
America SCORES will continue to build its whole-child approach, which integrates sports, arts, and service to develop social and emotional skills in kids who live in high-poverty neighborhoods or attend underperforming schools.
FutureEd is conducting a study of one of the California CORE Districts through a large-scale survey of students, teachers, and parents on school climate and students' social and emotional learning.
iNACOL published two reports, *Redefining Student Success: Profile of a Graduate* and *Current to Future State: Issues and Action Steps for State Policy to Support Personalized, Competency-Based Learning*, to encourage policymakers to transform learning and broaden ideas around what students need to succeed, inclusive of the social and emotional competencies, skills, and dispositions for lifelong learning.
Alliance for Excellent Education will continue to translate, communicate, and broker science of adolescent learning research for implementation in state and local education agencies and schools through the dissemination of information and resources that develop deep understanding and provide entry points into implementation. www.all4ed.org/sal
National AfterSchool Association is committed to fostering positive youth outcomes—including the development of their social and emotional skills—by supporting, developing, and advocating for afterschool professionals and leaders.
America’s Promise Alliance leads the GradNation and Every School Healthy campaigns, both of which seek to build demand to meet youth where they are so they are thriving at school, prepared for work, and contributing to civic life.
With an intensive, holistic approach to girl development, Girls Inc. will continue to provide the skill-building, supports, and mentoring relationships critical to girls' emotional, physical, social, and academic well-being.
Child Trends is publishing a brief on state social and emotional learning policies, drawn from our upcoming State School Health Policy Database, built in partnership with the National Association of State Boards of Education, EMT Associates, and the Institute for Health Research and Policy at UIC.
WINGS will launch WINGS Across America, a national initiative, to make social and emotional learning accessible for schools and afterschool by providing proven content, resources, and simple and practical strategies for incorporating these skills into any environment.
Playworks is releasing today *Games for Social Emotional Learning*, a free guide designed to reinforce the social and emotional learning kids need to thrive, featuring more than 150 games for kids aged kindergarten through eighth grade with detailed instructions and suggestions for game adaptation by grade level, group size, and available time and space.
Afterschool Alliance commits to sharing research, practices, and the Commission’s resources with the more than 25,000 afterschool and summer learning programs in our network and providing thought leadership and advocacy to implement and integrate the social, emotional, and academic dimensions of learning in out-of-school time settings.
Jobs for the Future is designing opportunities for leaders to position deeper learning and social and emotional learning as key workforce development and economic advancement strategies; for example, we are partnering with states to more fully integrate their high school redesign and social and emotional development and programming.
The Collaborative for Academic, Social, and Emotional Learning (CASEL) offers a suite of more than 125 resources for state policy leaders on casel.org to help states support high-quality social and emotional learning in their districts and schools.
Character.org is working with educators, district leaders, youth development providers, sports development providers, families, and corporate leaders to enhance and improve character development throughout the lives of young people.
City Year AmeriCorps members will continue to build positive relationships with students everyday as they deliver integrated social, emotional, and academic supports in 300+ schools across low-income communities in 29 cities, using instructional and youth development practices and tools that prioritize social, emotional, and academic development.
BELL is launching its Transforming Teacher Practice study to examine whether and how experience with BELL Summer improves instructional practice during the school year in key areas, including social and emotional learning.
The Center for Character and Citizenship supports the Commission’s report, with the shared view of treating all students and the adults that support them holistically through caring and ethical relationships.
The National Association of School Psychologists remains committed to its vision that all children and youth access the learning, behavior, and mental health support needed to thrive in school, at home, and throughout life.
Boys & Girls Clubs of America is creating playbooks on embedding social and emotional learning across all aspects of the Club day, from arrival, to assemblies, to meals, and in more than 20 diverse programs that are being refreshed to explicitly develop these skills.
In January 2019, the Collaborative for Academic, Social, and Emotional Learning (CASEL) is releasing *The CASEL Guide to Schoolwide SEL*, an online and free resource for school teams that includes an interactive planner, step-by-step guidance, field-tested tools, and continuous improvement processes to support high-quality, systemic social and emotional learning in schools.
The Aspen Institute Sports & Society Program is partnering with the National Commission to compose a field-facing brief targeted at coaches in afterschool and community-based sports to explore the critical role of social and emotional skills in developing high-quality sports environments.
National Center for Learning Disabilities, using the Commission’s recommendations, will help professionals, parents, and others better understand those with learning and attention issues, which often stem from a lack of focus and understanding about social and emotional issues, and help those young people thrive.
The Collaborative for Academic, Social, and Emotional Learning (CASEL) is hosting an inaugural conference, the 2019 Social and Emotional Learning Exchange, on October 2-4, 2019 that will forge new alliances and share new insights with the goal of developing the whole child.
The National Board for Professional Teaching Standards is partnering with Learning Heroes to pilot social, emotional, and academic communications resources—leveraging the expertise of more than 122,000 National Board certified teachers to support students in urban, rural, and tribal communities throughout the nation.
Dalio Foundation is partnering with educators, public schools, and non-profit organizations across Connecticut to make a positive difference for youth, families, and communities through a holistic whole child approach that honors creative teaching.
The National Summer Learning Association will continue to connect and equip program providers, education leaders, families, and communities to deliver high-quality summer learning opportunities to our nation’s children and youth in order to help close the achievement gap and support healthy development.
The Forum for Youth Investment is leading a series of projects and collaborative initiatives that engage diverse groups of local and national leaders in discussions of how the Commission’s recommendations can be further refined to understand where and when learning happens and tackle equity.
The Urban Libraries Council continues to identify, support, and advance the ways in which public libraries are reaching kids in more ways and in more places both during and outside of the school year.
The Robert Wood Johnson Foundation is working to ensure that all families, no matter their background, have the opportunities to raise healthy children and ensure their transition into schools that promote all aspects of well-being.
Trust for America’s Health is developing policy recommendations to improve the protective factors for all children to reduce substance misuse and decrease the risk of suicide.
Every Hour Counts has developed a Measurement Framework to help communities develop shared social and emotional learning outcomes and will continue to support communities in using these data for continuous improvement.
MENTOR is developing a guide for school and district practitioners and their community-based partners that explores how relationship-based strategies, including mentoring, can support social and emotional development for young adolescents.
By 2023, using job-embedded coaching and an online coaching center, Out Teach will build a network of 15,000 teachers, giving them the tools they need to use experiential learning outdoors, which will help them embed social and emotional learning into the academic curriculum.
New Teacher Center is partnering with PERTS at Stanford and EDENs at UC Berkeley to deepen student-teacher relationships through empathic teaching content and student data review within the coaching and professional learning community context.
Turnaround for Children remains committed to providing schools with tools and services to build the environments, relationships, skills, and mindsets that help all students succeed.
ASCD will continue to advocate for changing the definition of educational success from a narrow focus on academic achievement to a more comprehensive approach that supports the whole child so that each student is healthy, safe, engaged, supported, and challenged.
Learning Heroes is partnering with Higher Achievement, The National Board for Professional Teaching Standards, and UnidosUS to pilot and refine actionable and adaptable resources and tools that parents and guardians can easily access to support their child's social, emotional, academic, and cognitive development.
International Observatory of School Climate and Violence Prevention will continue to promote optimal climates for learning that support K-12 wellbeing, school, and life success through research, policy, and practice.
Healthier Generation’s traditional focus on physical activity and healthy eating has expanded to address varied critical child and adolescent health issues, especially social and emotional health.
Yale Center for Emotional Intelligence is building an online suite of staff development modules, classroom resources, and performance-based tools to measure social and emotional skills.
Rennie Center remains committed to providing independent research to help education leaders understand and support the needs of the whole child and is convening networks of educators aimed at enhancing social and emotional learning and integrated student supports.
Special Olympics is continuing to grow its Unified Champion School initiative (now in over 6,500 schools in the USA), which provides inclusive co-curricular programming in sport and leadership development and has been shown to reduce bullying, improve school climate, and create opportunities for development of key social and emotional skills.
Random Acts of Kindness Foundation provides a free social and emotional learning curriculum based on making kindness the norm to help students develop life-long skills including respect, responsibility, and gratitude with the belief that success at school will transfer to the workplace, home, and community.
WestEd, Transforming Education, RAND Corporation, and CCSSO are partners in the new National Center to Improve Social-Emotional Learning and School Safety, which is focused on expanding the knowledge and capacity of educators and system leaders to integrate evidence-based social and emotional learning and school safety practices and programs with academic learning.
Search Institute will be convening Getting Relationships Right workshops around the country that equip leadership teams from schools and out-of-school time programs with practical resources for strengthening social and emotional learning through developmental relationships.
Transcend's *Designing for Learning* resources synthesize a wealth of research on the questions, “How does learning happen?” and “How can we create environments that best support it?” into 16 principles of learning and their implications for whole-school design.
The Consortium for School Networking is empowering educational leaders to leverage technology and create engaging environments that enhance the whole-child approach to learning.
Trust for Learning brings highly personalized, developmental early education—or Ideal Learning—to more children through grants, equity investments, policy initiatives, and innovative collaborations with other funders.
The National Association of State Boards of Education will publish new research and recommendations for Culturally Responsive Policymaking™ as part of its Social and Emotional Learning State Network.
The 50 statewide afterschool networks will be working to align resources and leverage partners so that each young person in America has access to quality afterschool and summer learning programs.
Urban Alliance is committed to developing the social, emotional, and cognitive skills needed for youth to thrive in adulthood through work-based learning, internships, and professional mentoring.
Citizen Schools is launching a new national initiative, Catalyst, to match and support middle school science and technology teachers and industry experts in the collaborative delivery of project-based learning experiences to promote students' social, emotional, and academic development.
The National Education Association will implement the Commission’s recommendations through existing frameworks of professional learning for educators, a continuum of actions to leverage educator voice within the Every Student Succeeds Act, partnerships, Community Schools, and Restorative Justice initiatives.
The National Association of Elementary School Principals bridges the gap between scholarly research on social and emotional learning and what’s actionable in schools and classrooms through its staff development guide and various professional learning platforms.
Transforming Education is working with individual districts, networks of districts, and networks of schools to help them integrate social and emotional learning into their work with students through researcher-practitioner partnerships focused on developing and assessing both cognitive and social emotional skills.
The Aspen Institute Education & Society Program is partnering with others to produce a guidebook that supports school leadership teams to integrate the social, emotional, and academic dimensions of learning into instruction and the school experience and will continue to support system leaders in bringing a racial equity lens to social, emotional, and academic development.
THANK YOU