

Culturally Responsive Embedded Social and Emotional Learning (CRESEL)



The first year of the CRESEL project reflects a partnership between the Association of Alaska School Boards, First Alaskans Institute, Alaska Afterschool Network and other statewide organizations, the Nome Public Schools and Bering Strait, Hydaburg City, Kuspuq, Kodiak, Lower Yukon, and Sitka School Districts. The CRESEL project works to improve culturally responsive social, emotional, academic, and behavioral outcomes for Alaskan students.

February 2017

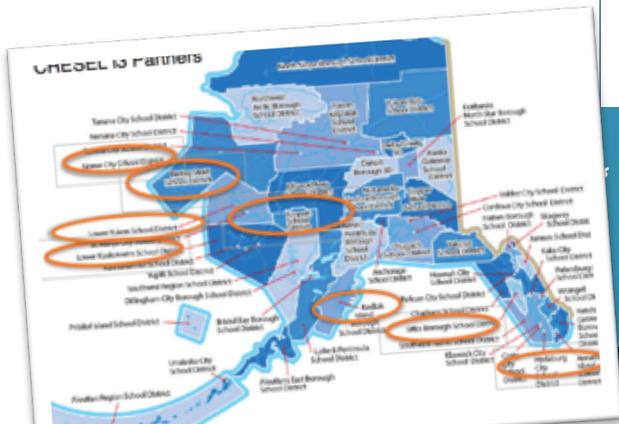
Milestones

- Milestone 1:** SEL Learning Community
Established SEL learning communities (on- site & distance) professional development.
- Milestone 2:** District and Site Plans
All seven districts and more than 1/2 of the schools have SEL plans.
- Milestone 3:** Community Dialogues
First Alaskans Institute and AASB hosted 10 powerful community dialogues.
- Milestone 4:** Evaluation Design Established
AASB and the American Institutes for Research have established a randomized control trial for measuring CRESEL impacts.

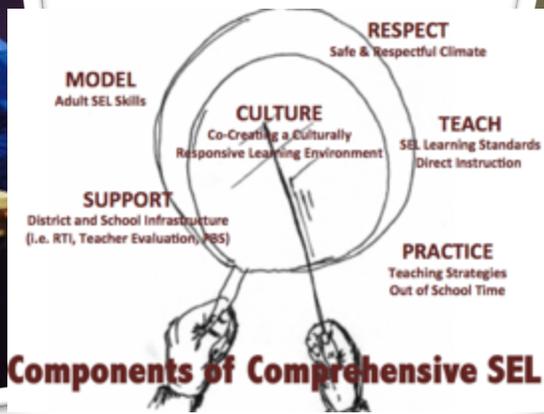
Overview

During the first year of this project, each of the seven participating districts hired and trained a Social and Emotional Learning Champion. The Champions and leadership teams completed district level SELplans which look at culturally responsive school environments, instruction, modeling, infrastructure, and practice opportunities for SEL. Each district team developed specific actions which include preparing to integrate culturally responsive instructional approaches, professional development, and supports needed to lay the ground work for success, Several districts have developed culturally specific Social and Emotional learning standards and policies to support school teams with implementation.

Through the evaluation process, schools were split into two cohorts to establish a randomized control trial for evaluation. The first wave schools have identified their instructional approaches and are working on regional adaptations based on the context and community conversations.



*The conversations that we are having make it possible to do the academic work we want to do”
- Superintendent*



Highlights of Year 1 CRESEL

Community Dialogues/ Community Solutions:

First Alaskans Institute, AASB and districts, have hosted more than 10 community dialogues. Community members identify school strengths, challenges, and opportunities to align cultural values and practices to social emotional learning approaches. Individuals and leadership teams incorporate the harvest into community SEL solutions.

Tools and Technical Assistance:

District champions participate in an in-person and virtual learning community that offers peer teaching and external trainers. Topics have included adverse childhood experiences, afterschool support, culturally responsive adaptation and practices, and others. School and district staff benefit from these training, AASB facilitated planning, SEL tools, and in-service trainings.

Adaptations and Lessons Learned:

The co-creation of CRESEL has enhanced a dialogue between school and community. These conversations, paired with deeper action planning, have improved collaboration for student outcomes: cultural adaptations of direct instruction, culturally specific learning standards, and aligning values.

"We are made wise not only by the recollection of our past, including our cultural values, but also by the responsibility for our future. This is the importance of institutionalizing an all out effort for educational reform which respects and is inclusive of our



" There is a sense of cooperation that we have never seen before" - Principal discussing partnership with community

One highlight for me has been the way administrators and teachers have responded to the Culturally Responsive and Embedded aspect of our SEL work - not that it's easy, or even a wide-spread understanding yet, but many have embraced this work and are making it their own. - CRESEL Champion

