

# Maine Equity and Excellence

## Supporting Social-Emotional Learning

ED# 2020-R1-I-0004



### High-Leverage Problem

**Maine Department of Education (DOE)** has long been committed to social-emotional learning and with the COVID-19 pandemic, it became even more of a priority, especially for marginalized groups. With the increased focus on supporting students' social and emotional health, the commissioner requested R1CC support for the Maine DOE Social-Emotional Learning (SEL) team in identifying and scaling effective SEL practices.

### Key Milestones

- Conducted a root-cause analysis of Maine SEL challenges and to develop a SEL theory of change.
- Worked with Maine DOE to identify data (existing and desired) for understanding current SEL challenges, practices, and barriers to implementation.
- Facilitated data analysis process with Maine DOE to identify SEL challenges, practices, and barriers to implementation.



### R1CC Approach

Because the state had already been working on multiple SEL-related initiatives, the R1CC staff prioritized organizing Maine's SEL efforts into a broader theory of change. This project supported Maine DOE in better understanding why the state has had challenges with districts investing in SEL initiatives and developing SEL competencies in both educators and students. Region 1 employed a variety of technical assistance strategies and approaches intended to (a) increase understanding of SEL-specific challenges, (b) increase the use of SEL4ME curriculum by local education agencies and other key stakeholder groups (teachers, parents, students), and (c) identify additional high-leverage activities that will support educators in addressing SEL in a culturally responsive way.

**Key Partner(s):** Maine Department of Education

## → Outputs

- Maine SEL root-cause analysis defines the state's challenges related to scaling SEL efforts in the state.
- Maine SEL theory of change defining the short-, medium-, and long-term outcomes the Maine DOE hopes to achieve related to its SEL initiatives and the strategies and activities that will help achieve those outcomes.
- Analysis of quantitative and qualitative data defines current SEL challenges, practices, and barriers to implementation.

## Outcomes

*“I think particularly the structure and the systems were super useful for those specific instances. But I think, more than that, there are pieces that they used to help us with stuff that I have then used in other projects, or I have used to help build other teams to really develop that collaborative planning working on other projects. So those universal pieces have been super helpful.”*