

**Early-Phase Competition Absolute Priority 4 (SEL)  
Alliance for Inclusion and Prevention, Inc.  
S411C230221  
SELECT Schools**

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**Applicant Name:** Alliance for Inclusion and Prevention

**Project Title:** SELECT Schools (Social-Emotional Learning to Address Equity, COVID, and Trauma in Schools)

**Type of Grant Requested:** (select one)  Early-Phase  Mid-Phase  Expansion

**Absolute Priorities the Project Addresses:** (select all that apply)

Absolute Priority 1-- Demonstrate a Rationale (Early), Moderate (Mid), Strong (Expansion)

Absolute Priority 2-- Field-Initiated Innovations—General

Absolute Priority 3-- Promoting STEM Education

Absolute Priority 4-- Meeting Student Social, Emotional, and Academic Needs

Absolute Priority 5-- Educator Recruitment and Retention

**Competitive Preference Priorities the Project Addresses:** (select all that apply)

Competitive Preference Priority 1— Promoting Equity in Student Access to Educational Resources and Opportunities: Implementers and Partners

Competitive Preference Priority 2—Supporting a Diverse Educator Workforce and Professional Growth to Strengthen Student Learning\* (FOR EARLY-PHASE AP5 APPLICANTS ONLY)

**Total number of students to be served by the project:** The program will serve 11,199 students enrolled in Grades K-5 elementary schools in Framingham, MA Public Schools (4,481 students) and Lynn, MA Public Schools (6,718 students).

**Grade level(s) to be served by the project:** The program will serve students in Grades K-5.

**Definition of high-need students:** We define high-need students using the MA Department of Elementary and Secondary Education definition: low-income students, students with disabilities, and/or English language learners. We also include students whom each district identifies as needing mental health treatment.

**Brief description of project activities:** The SELECT Schools model integrates trauma-informed social-emotional learning (TI-SEL) at the classroom level with clinical practices at the higher tiers, nested within the whole-school framework of the Department of Education's National Center on Safe, Supportive Learning Environments (NCSSLE) Trauma-Sensitive Schools Training Package. SELECT Schools identifies SEL Kernels selected for relevance to social skills deficits often present in students with trauma exposure. SEL Kernels are a set of brief activities and daily routines that support children's social, emotional, and academic development, are easy to use and adaptable to different age groups, settings, and student needs, thereby increasing everyday utilization in the classroom and can be adapted for use in counseling tiers of MTSS for additional practice. These trauma-relevant Kernels from the domains of emotional, social, and cognitive skills augment the more numerous skill domains in large commercial SEL curricula typically taught for only 45 minutes per week and not fully integrated into classroom and clinical practices. This innovative use of SEL Kernels for high-need students ensures that trauma-relevant SEL skills are woven into the fabric of everyday teaching and learning, and further adapted for use in counseling tiers along with evidence-based CBT treatment models for use in school settings.

**Summary of project objectives and expected outcomes:** The project objectives are to improve students' SEL skill acquisition and decrease chronic absences and disciplinary referrals. Expected outcomes are improved and sustained trauma-informed school climate, and increased achievement and attainment of all students, including high-need students.

**Summary of how the project is innovative:** A key innovation of SELECT Schools is the integration of trauma-sensitive school practices and trauma-relevant SEL Kernel activities throughout all tiers of MTSS.

**Other studies related to the proposed project:** 1) Studies related to Trauma: Finkelhor, D., Turner, H., Shattuck, A., Hamby, S. & Kracke, K. (2015). Children's Exposure to Violence, Crime and Abuse: An Update. Office of Juvenile Justice and Delinquency Prevention, Juvenile Justice Bulletin, September 2015; 2) Studies related to Trauma and Equity: Hatch, S. and Dohrenwend, B. (2007). Distribution of Traumatic and Other Stressful Life Events by Race/Ethnicity, Gender, SES and Age: A Review of the Research. American Journal of Community Psychology, 40(3), 313-332; 3) Studies related to Academic Achievement and COVID: Lewis, K & Kuhfeld, M, (2023), Education's Long COVID: 2022-23 Achievement Data Reveal Stalled Progress Toward Pandemic Recovery. Center for School and Student Progress, July 2023; 4) Studies related to SEL: Institute of Education Sciences, (2008). Reducing Problem Behavior in the Elementary School Classroom: What Works Clearinghouse/IES Practice Guide, US Department of Education/National Center for Education Evaluation and Regional Assistance, September, 2008; 5) Studies related to Kernels: Ana Luiza Raggio Colagrossi, Maria Clara de Magalhães-Barbosa, Dana Charles McCoy, Sophie P. Barnes, Sonya Temko, Rebecca Bailey, Stephanie M Jones, Lucas Monteiro Bianchi, Antônio José Ledo Alves da Cunha & Arnaldo Prata-Barbosa (2023): Adaptation and Efficacy of a Social-Emotional Learning Intervention (SEL Kernels) in Early Childhood Settings in Southeastern Brazil: A Quasi-Experimental Study, Early Education and Development, DOI: 10.1080/10409289.2023.2219583

**Proposed implementation sites:** The program will be implemented in 26 K-5 elementary schools in Framingham, MA and Lynn, MA.

**Organizations partnering with this project:** Partners include Framingham Public Schools, Lynn Public Schools, The Evaluation Group, Harvard University Graduate School of Education, and Simmons