

Overview

Learn4Life's Early Literacy Network and Leadership Council have prioritized three factors affecting 3rd grade reading proficiency during COVID-19: early childhood education, teacher preparation, and children's mental health. Our metro Atlanta community submitted these proposals for bright spot consideration. Please review in advance of the Thursday, November 5 – 1:00pm – network meeting to gain familiarity with these strategies. At the meeting representatives will share more, and network members will be able to ask questions in small group discussions.

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1. The READY School

<p>Contact: Roberta Malavenda, Executive Director, CDF Action; Yolanda Marroquin, Director of Community-Based Programs, Scottdale Early Learning</p>	<p>Factor(s) addressed: Early Childhood Education</p>
<p>A. Description</p> <p>The READY School, an asset-based community development initiative, is a program of CDF Action, Inc, in partnership with early learning centers and families. The initiative is funded by the United Way and by additional foundation grants and donations. CDF contracts with an early learning program to operate the day to day activities and provides ongoing technical assistance and resources. There are three READY Schools in the metro area. Located in apartment complexes or other community venues, the READY Schools are free, half day, early learning and family engagement programs that seek to provide a safe, culturally and literacy-rich environment where families can be engaged in their children’s early learning and Pre-K transition. The READY Schools serve low-income, primarily immigrant and refugee children, ages 3 and 4 years old, and their families. Teachers are bi-lingual and have CDA credentials. During COVID, the DeKalb programs are virtual, and the Norcross program is in-person, following Bright from the Start COVID-19 guidelines.</p>	
<p>B. How does this strategy promote equity?</p> <ul style="list-style-type: none"> • Engagement. Refugee, immigrant, and other families are engaged in the start- up and implementation of new programs and in the program operations. • Respectful of culture and language. The teachers speak both the child’s first language and English; speaking both languages is encouraged, and activities are conducted in multiple languages. • Accessible. The program is free and typically located in an apartment, close to where families live. It offers a small, home-like environment which is now often preferred by families because of COVID-19. • Bi-lingual teachers. The teachers are bi-lingual. Currently all are former READY School parents who have received their Child Development Associate (CDA). Languages spoken include Arabic, Somali, Spanish, Dinka, and English. • Culturally appropriate assessments and materials. Teachers assess each child’s readiness for Pre-K as well as identify any potential developmental delays with age and culturally appropriate screening tools. Books are in multiple languages • Family-driven workshops. Families help plan and participate in workshops and activities with their children and are linked to resources and to each other. • Assistance with Georgia Pre-K. Families are assisted with identifying and enrolling their children in a Georgia Pre-K program. Without this assistance, many families would be unaware of the program and the process. The majority of the children 	

- transition into the child care center that operates the READY School.

C. How does this strategy measure success?

- **ASQ-3.** The ASQ-3 is administered twice during the year to identify potential developmental delays and to identify the domains in which support is needed. ASQ data is used to inform individual and group activities and is analyzed by the READY School evaluator.
- **Family Surveys.** The surveys assess satisfaction, social networks, time spent reading and talking with children, and more.
- **Enrollment in Georgia Pre-K.** The READY Schools document the number of children who transition to a Georgia Pre-K program.

Results (additional outcome data is available):

- Children reach developmental milestones upon entering Pre-K as measured by the ASQ.
- Families report satisfaction with the READY School and report reading and talking more with their children.
- More than 90 percent of the children successfully transition to a Georgia Pre-K program.

D. Where in metro Atlanta is this strategy currently in operation?

There are 3 READY Schools.

DeKalb: Clarkston and Stone Mountain, in partnership with Scottdale Early Learning, Inc.

Gwinnett: Norcross, "La Escuelita," in partnership with American Learning Academy

E. How are you trying to grow, and how might the L4L network help you scale?

- **Evaluation.** We contract with an evaluator to assist with data collection and analysis of surveys and ASQ's. We would like to fund a more robust evaluation.
- **Promotion.** We welcome support to tell the READY School story.
- **Expansion/Scaling.** We propose to identify child care centers and communities interested in partnering and seek funds to start up and implement at least 3 new metro READY Schools.

2. Los Niños Primero

Contact: Ashley Lewman, Los Niños Primero	Factor(s) addressed: Early Childhood Education
A. Description	
<p>Los Niños Primero strives to promote higher education among the low-income Latino Community, and to allow children and their parents to see college as an achievable possibility. The organization offers summer and weekly Saturday School academic programs for Latino preschoolers, plus extracurricular activities for elementary school children. Los Niños Primero also provides leadership programs for young adults and parents. In 2020, three to six year olds experienced five weeks of virtual learning during the summer. Three and four year olds continue their education by attending the Saturday School program offered throughout the school year. Learning is enhanced through art, music and yoga. Teachers weave basic concepts, new vocabulary and pre-reading skills into art and music. A multigenerational Early Literacy program is offered virtually twice weekly as an after-school program for 4 year olds and their parents. Academic and leadership programs are provided fee-free.</p>	
B. How does this strategy promote equity?	
<ul style="list-style-type: none"> ● Los Niños Primero students are from immigrant families who are unfamiliar with the public schools and require significant support. 95% of our students are U.S. citizens. ● Creates a space for parents “Among Friends” to discuss concerns in their communities focusing on resilience and family emotional wellbeing. ● During the pandemic, provides families with rent, utility, and medical bill assistance. ● Assigns parents to “peer coaches” to ensure parents are aware of the expectations their child’s school has set. ● Provides computers and IT specialists to assist students with connecting to online learning. ● Encourages parents to participate in a co-teaching capacity to allow them to better assist their children at home and provide much needed support. ● Improves Latino family literacy by inviting the parents into the classroom. ● Los Niños Primero alumni and youth volunteers are eligible to apply for college scholarships. Since 2017, Los Niños Primero has provided nine Martha Barrios Mead scholarships to active youth volunteers. 	
C. How does this strategy measure success?	
<p>Assess children’s competence in four domains (social skills, language skills, reading skills and writing skills) pre and post program.</p>	
Results	
<ul style="list-style-type: none"> ● All children showed significant improvement across all four domains. ● The majority of children were able to write their name, know their ABC’s, cooperate with peers and follow directions, hold writing utensils, and retell a story by the end of the program. ● The programs and activities that were incorporated throughout the program created 	

<p>opportunities for parents to get involved in their child’s learning, improved at-home reading practices, and increased parents’ overall feeling of influence over their child’s learning.</p> <ul style="list-style-type: none"> • In all, the results not only demonstrate the effectiveness of the program to prepare children for kindergarten, but also show direct benefits for parents.
<p>D. Where in metro Atlanta is this strategy currently in operation?</p> <ul style="list-style-type: none"> • Mount Vernon Campus (main location) • Hapeville Elementary School • Vickery Mill Elementary School • Mimosa Elementary School • Holy Innocents' Episcopal School
<p>E. How are you trying to grow, and how might the L4L network help you scale?</p> <ul style="list-style-type: none"> • More consistent follow-ups with students

3. Learning Spaces

Contact: Ellyn Cochran, United Way	Factor(s) addressed: Early Childhood Education
<p>A. Description</p> <p>Learning Spaces is an early learning initiative designed for caregivers, childcare providers and children birth to five years old. Through collaboration with local libraries and early childhood professionals, it has been developed to be a preschool program in non-traditional spaces. The program raises awareness about the role of child’s first teacher and provides meaningful engagement with caregivers. Learning Spaces is a quality, formal preschool program that occurs in nontraditional places, such as libraries. Learning Spaces promotes school readiness through social interaction and developmentally appropriate play in a safe and nurturing environment for children birth - age 5. Learning Spaces uniquely engages parents/caregivers and children by coaching parents/caregivers on the importance of being their child’s first teacher. When children receive high quality early education, they enter kindergarten ready to succeed. This lays the foundation for lifelong success.</p>	
<p>B. How does this strategy promote equity?</p> <p>Learning spaces is only funded in United Way low or very low child-well being areas to provide the following for children:</p> <ul style="list-style-type: none"> • Social interaction for children and families • Quality, formal preschool experiences • Age-appropriate play 	

- Healthy snacks
- Safe and nurturing environment
- Pertinent information on school readiness
- Coaching support while learning about being a child’s first teacher
- Quality time with children
- Year-round schedule keeps children and family engaged

C. How does this strategy measure and ensure success?

Learning spaces provides children in non-traditional childcare spaces with access to developmental screenings, and referrals to services for interventions if there are suspected developmental delays/disabilities.

D. Where in metro Atlanta is this strategy currently in operation?

- Clayton, Cobb, DeKalb, Fulton, and Gwinnett counties

E. How are you trying to grow, and how might the L4L network help you scale?

- Identifying partners who are providing childcare in non-traditional spaces to provide support
- Identifying additional funding support

4. Boost: Parent Child Success Childcare Scholarship Program

Contact: Pam Tatum, Quality Care for Children	Factor(s) addressed: Early Childhood Education
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A. Description

Quality Care for Children and PAACT are partnering to ensure that more infants and toddlers have access to high-quality child care programs. The PAACT Scholarship is powered by Quality Care for Children’s Boost: Parent Child Success child care scholarship program. The program ensures infants and young children (ages birth – three years) receive high quality early care and learning that prepares them for success in school. Paying for high-quality childcare can be difficult or impossible for many working families. Families pay no more than 10% of their household income on childcare. The PAACT scholarship powered by Boost pays for the rest.

B. How does this strategy promote equity?

Boost subsidizes the cost of high quality early childhood education for parents who would not otherwise be able to afford it.

<p>C. How does this strategy measure and ensure success?</p> <ul style="list-style-type: none"> • Sustained enrollment in a high quality early learning environment
<p>D. Where in metro Atlanta is this strategy currently in operation?</p> <ul style="list-style-type: none"> • Washington and Douglass clusters in APS (zip codes 30314 and 30318)
<p>E. How are you trying to grow, and how might the L4L network help you scale?</p> <p>The major barrier to providing more families with Boost scholarships is funding. Currently, Boost scholarships are funded through private philanthropy. This pool could be grown, and/or alternative funding sources could be explored, including federal and state dollars.</p>

5. Jumpstart

Contact: Candice Jordan, Jumpstart	Factor(s) addressed: Early Childhood Education and Teacher Preparation
<p>A. Description</p> <p>In just fifteen years after launching Jumpstart in Atlanta, Jumpstart has benefited more than 5,000 preschool children and inspired the professional careers of more than 2,200 Corp Members. This summer, Jumpstart piloted a virtual summer program for rising Kindergarten students where trained Corp Members produced short, 15 minute incremental videos daily (for a 2 week period) with story book reading, content exploration, vocabulary development, etc. and sent them to students from targeted communities who were learning at home. Students received multiple videos each day that they could access and play at a time that worked for their home. This work will inform how Jumpstart approaches its programming this fall.</p>	
<p>B. How does this strategy promote equity?</p> <ul style="list-style-type: none"> • Equity is infused in all of their curriculum and training. • Core members are trained on being in different spaces and meeting kids where they are. • Working to assist families with the technology gap. 	
<p>C. How does this strategy measure and ensure success?</p> <ul style="list-style-type: none"> • 89% of Jumpstart Atlanta children made language and literacy gains • 63% of of Corp Members now want to pursue a career in education • 97% of children are from low-income households 	

D. Where in metro Atlanta is this strategy currently in operation?

Jumpstart partners with five local universities (Morehouse, Spelman, Clark Atlanta, Georgia State University, and Georgia Institute of Technology) to recruit Corps members that serve children in particularly high-need neighborhoods in and around Atlanta: West End, Vine City, Old Fourth Ward, Summerhill, Mechanicsville, Edgewood, English Avenue, Centennial Park, Bankhead and Cascade/Southwest Atlanta communities.

E. How are you trying to grow, and how might the L4L network help you scale?

- Engage more families
- Get the curriculum into more classrooms and serve more kids.
- Reach families who don't trust sending students to school because of pandemic or because they don't want to enroll until 1st grade.
- Train recruited core members so they can become leaders in education.

6. SEE-KS

**Contact: Emily Rubin, Communication
Crossroads, Inc.**

Factor(s) addressed: Teacher Preparation

A. Description

Social Emotional Engagement – Knowledge and Skills (SEE-KS) is a professional learning approach that provides freely accessible tools that equip educators with the knowledge and skills essential to enhance students' social emotional engagement in the learning environment. Educators engaged in the professional development and mentorship are empowered with freely accessible tools for: (a) measuring learner engagement, (b) identifying instructional strategies to increase engagement, and (c) providing a structured appreciative inquiry based process for educators to mentor one another. The SEE-KS approach emphasizes learner engagement by fostering *investment*, *independence*, and *initiation* within natural learning environments as a means to “fuel” learning language and literacy development and academic success, from early childhood through high school.

B. How does this strategy promote equity?

- Promotes teacher to teacher appreciative inquiry.
- Ensures that learners who exhibit low engagement have access to the curriculum.
- Equips educators to understand the neuropsychological differences between all students, and then design instruction to meet the needs of students with diverse educational needs.
- Fosters students' social and emotional growth and academic success.
- Promotes relationship growth among students to enhance classroom climate and academic success.

<p>C. How does this strategy measure success?</p> <ul style="list-style-type: none"> • Teacher self-efficacy • Teacher retention • Learner engagement
<p>D. Where in metro Atlanta is this strategy currently in operation?</p> <ul style="list-style-type: none"> • City Schools of Decatur (including College Heights Early Learning Center – infant through Pre-K) • Clayton County School District (North Clayton Middle School) • DeKalb County School District (Flat Shoals Elementary, Evansdale Elementary, Dresden Elementary, Oakview Elementary)
<p>E. How are you trying to grow, and how might the L4L network help you scale?</p> <ul style="list-style-type: none"> • Collaborating with the L4L network will provide opportunities for sustainable replication of SEE-KS throughout learning environments within the network and beyond.

7. SIGNALS

<p>Contact: Sara Karaga, National Alliance of Mental Health</p>	<p>Factor(s) addressed: Early Childhood Education, Teacher Preparation, and Children’s Mental Health</p>
<p>A. Description</p> <p>SIGNALS provides free online resources that are designed to equip educators with: (a) information about what can be missed when focusing on behavior without considering indicators and (b) the impact of missed indicators on mental health development and social engagement. The SIGNALS program includes a 5-part webinar. The webinar is self-pace and consists of experts providing seminar style lectures on children’s mental health. Program completion takes about 5 hours. Each webinar includes activities, assessments, and a certificate of completion. SIGNALS recently partnered with Georgia State University to create more interactive webinars. Participants can also participate in live webinars, which take about 8 hours.</p>	
<p>B. How does this strategy promote equity?</p> <ul style="list-style-type: none"> • Encourages school personnel to address and move past biases that may lead to incorrect actions and behavior so they are better able to respond to student behaviors. 	

<ul style="list-style-type: none"> • Keep students in school by responding to student behavior in more holistic, non-punitive manners. • Makes mental health education much more accessible to schools
<p>C. How does this strategy measure and ensure success?</p> <ul style="list-style-type: none"> • All participants complete pre and post tests • Teachers express gratitude with the tangible skill this training provides.
<p>D. Where in metro Atlanta is this strategy currently in operation?</p> <ul style="list-style-type: none"> • [tbd]
<p>E. How are you trying to grow, and how might the L4L network help you scale?</p> <ul style="list-style-type: none"> • Increase program awareness • Expansion into schools • More SIGNALS instructors

8. ArtsNow

Contact: Pam Walker	Factor(s) addressed: Teacher Effectiveness
<p>A. Description</p> <p>The mission of ArtsNow is to transform lives through customized solutions to meet educational needs utilizing arts integration and innovative strategies. ArtsNow, an Atlanta-based nonprofit serving pre-K through 12th grade, is a leading professional learning organization for resourceful and innovative approaches which <i>engage students, equip teachers, and grow school communities</i> for meaningful impact on the future. Knowing the importance of engaging students in rigorous integrated learning and of developing 21st century competencies, we work with educators to help them provide differentiated pathways to learning and to bring “learning to life” for students through integrated learning solutions.</p>	
<p>B. How does this strategy promote equity?</p> <p>ArtsNow’s integrated learning solutions, provided through rigorous, customized, ongoing and job-embedded professional learning, build teacher capacity and grow teacher leaders who work to meet the needs of all students. Arts integration and integrated learning experiences provide opportunities for every student to succeed and to fulfill his/her full potential. ArtsNow works to improve teaching and learning through meeting the diverse needs of each student, tapping into their “giftedness”, with the belief that all students learn differently. The arts promote diversity,</p>	

equity, and inclusion; allowing all students to engage in the learning process and to demonstrate their understanding in different ways.

C. How does this strategy measure and ensure success?

ArtsNow embraces the belief in continuous improvement, not just for schools, but as an organization. For large projects and ongoing partnerships that yield longitudinal data, we contract external evaluators who gather, disaggregate and report outcomes related to teacher growth, student impact and overall school culture. For every professional learning session we facilitate, teachers complete evaluations about the effectiveness and value of the sessions. We also capture teacher and student reflections, pre and post data, and measures for teacher effectiveness. These qualitative and quantitative data also include trends regarding teacher retention, student attendance rates, and discipline. ArtsNow is able to use the data to make informed decisions and provide the most beneficial support possible for each audience based on their identified needs.

D. Where in metro Atlanta is this strategy currently in operation?

- 1) Cobb County School District
 - Powder Springs Elementary, as a school-wide exemplar of arts integrated practices
 - district-wide professional learning series as part of their Arts Integration and STEAM Innovation Academies
- 2) Clayton County Public Schools
 - as lead partner with a USDOE grant focused on math and arts integration to increase teacher effectiveness and build teacher leaders
 - as partner in a state Innovation Fund Foundation grant through the Governor's Office of Student Achievement to improve teacher collaboration and effectiveness through video feedback and coaching
- 3) Atlanta Public Schools
 - Centennial Charter Academy
 - Hillside Conant School (a 24-hour, k-12th grade residential facility)

E. How are you trying to grow, and how might the L4L network help you scale?

ArtsNow has just completed a rigorous strategic planning process with an external consultant and has approved a new 3-year plan. Our four strategic priorities are:

- 1) Define the ArtsNow strategy, brand, and message to increase awareness of, and engagement with, the organization;
- 2) Refine and advance ArtsNow programs and services to ensure effectiveness and scalability;
- 3) Expand the ArtsNow service footprint to drive organizational growth and evolution; and,
- 4) Strengthen the ArtsNow financial model and organizational structure to support development and expansion.

All of these organizational priorities reflect our focus on advancement and scaling to effectively serve more educators, school communities, and students which would allow us to positively impact teaching and learning across metro Atlanta, the state of Georgia, and the southeast region. L4L would be the perfect vehicle to support our vision for growth and could specifically assist in supporting all four strategic priorities listed above.

9. Out Teach

Contact: Nan Street, Out Teach 2021 Regional Board Chair; Suzannah Koilpillai, Out Teach Senior Director of Partnerships	Factor(s) addressed: Teacher preparation
<p>A. Description</p> <p>Out Teach is a national nonprofit that provides professional development for elementary school teachers that shifts teacher practice to an inquiry-based, student-led model. Out Teach prepares teachers to use existing campus outdoor spaces, outdoor classrooms, and green schoolyards to improve instructional practice by integrating hands-on, outdoor science learning into all subject areas, including strong connections to English Language Arts and literacy skills.</p> <p>Active science (when students learn by <i>being</i> scientists, not just learning about science) requires a strong application of literacy skills. Out Teach supports active science with instructional coaching that helps teachers use techniques such as project-based learning and outdoor experiential inquiry to engage students in real-world and relevant learning, deepening understanding in ELA and math.</p> <p>Project-based learning in outdoor settings uses sustained investigations to make sense of natural phenomena. Inquiry-based instruction using outdoor experiences starts from a place of questioning, where research requires students to analyze and interpret non-fiction texts. For students to be successful scientists in these instructional environments – regardless of grade level - they must apply their listening, speaking, reading and writing to pose questions, discuss evidence, research, communicate and debate claims both orally and in a written format.</p> <p>Professional learning with Out Teach improves teachers’ use of hands-on, real-world instruction through one-on-one instructional coaching, group trainings, and open-access digital resources. During multi-year professional learning programs, Out Teach Instructional Coaches prepare teachers to lead effective experiential lessons outdoors, increasing engagement and building critical 21st century and social-emotional skills in elementary students.</p>	
<p>B. How does this strategy promote equity?</p> <ul style="list-style-type: none"> • Mission-based organization focused on providing dynamic education experiences to students in Title I schools everyday on their school campus • Authentic and culturally-relevant experiences on campus increase student engagement 	

and connection to the content and standards

- Real-world experiences aligned to standards strengthens vocabulary connections for ELL students
- Ensure that all students, no matter their resources, have access to an engaging, hands-on education that transforms their lives.

C. How does this strategy measure success?

Out Teach has implemented a 5-year Strategic Evidence Plan that prioritizes regular review of formative data and outcomes about improvements to specific teacher practices.

Teacher training rubrics, grounded in education research and the Danielson Framework, focus on strengthening four areas of teacher practice:

- Planning and the Classroom Environment
- Cross-Curricular Instruction and Integration
- 21st Century Skills
- Student Engagement

Data related to these areas is collected during the school year to ensure the fidelity of program delivery, continuous improvement, and that intended impact is met:

- Formative data is gathered at multiple times and used during instructional coaching sessions to improve teacher practice.
- Summative data is reported annually to demonstrate program effectiveness and impact.

In evaluations of science and English Language Arts training during the 2019-20 school year:

- 91% of teachers report that they strongly agree or agree that they have a better understanding of how to integrate ELA concepts into science instruction.
- 93% of teachers report that they strongly agree or agree that they will be able to immediately integrate ELA concepts into science instruction.
- 90% of teachers report having new ideas for connecting literature to outdoor phenomena.

Additional measurements of success reported during the 2019-20 school year include:

- 88% of teachers reported improvements in their practice across all subjects, not just in the outdoor environment.
- 86% collaborated and shared their professional learning with other teachers at their schools.
- 96% would recommend Out Teach coaching to their peers.
- 94% of teachers report that they strongly agree or agree that Out Teach has contributed to an overall improvement in their job satisfaction.
- 100% of teachers report that they strongly agree or agree that Out Teach has a significant, positive impact on their students' engagement and performance.

<p>D. Where in metro Atlanta is this strategy currently in operation?</p> <ul style="list-style-type: none"> • Clayton, Cobb, APS, Dekalb, Henry, KIPP Metro Atlanta
<p>E. How are you trying to grow, and how might the L4L network help you scale?</p> <p>Out Teach is growing both the reach and quality of its programs. Support from the L4L network can help Out Teach scale and improve our work by:</p> <ul style="list-style-type: none"> • Promoting awareness of our program within the educational and philanthropic communities to develop deeper district-level partnerships and funding opportunities that increase school participation. • Increased school participation in metro Atlanta to provide additional local data contributes to the field of evidence at the intersection of professional development, science experiential learning, and literacy. • Connecting with more corporate and philanthropic partners to establish scholarship program fees for local schools and teachers.

10. Brown Toy Box

Contact: Terri-Nichelle Bradley, Brown Toy Box	Factor(s) addressed: Teacher Preparation and Children’s Mental Health
<p>A. Description</p> <p>Brown Toy Box works to ensure that STEM/STEAM is accessible, culturally representative and fun for Black children. Launched first as a subscription box, Brown Toy Box works to scale the company to include apps, a full online retail shop, children’s products, and digital content, all designed to cultivate critical thinking, curiosity, cultural pride, and confidence. Each themed box contains a book on a Black trailblazer, a hand’s on activity, a toy and other fun content that brings the specific STEAM theme to life while highlighting Black excellence and giving children the opportunity to confidently experiment and learn about the theme.</p>	
<p>B. How does this strategy promote equity?</p> <ul style="list-style-type: none"> • Expands children’s idea about possibilities in life. • Target schools that have high proportions of disadvantaged (high poverty high minority) communities. • Provides traditionally underserved students with access to STEM/STEAM. 	
<p>C. How does this strategy measure and ensure success?</p>	

<ul style="list-style-type: none"> • Working with Dr. Bryan Williams at Georgia State University to create evaluation and measurement tool • Pre and post surveys (teachers, parents, and students)
<p>D. Where in metro Atlanta is this strategy currently in operation?</p> <ul style="list-style-type: none"> • APS, Fulton, Clayton and going into DeKalb in January 2020
<p>E. How are you trying to grow, and how might the L4L network help you scale?</p> <ul style="list-style-type: none"> • Capacity building • Assistance with resource identification • Connect with more schools and districts in the metro Atlanta region • Build expertise in curriculum and instruction to yield more impactful implementation

11. SEE Learning

Contact: Maima Simmons, City Schools of Decatur	Factor(s) addressed: Mental Health
<p>A. Description</p> <p>Students engage in workshops based on SEE (Social Emotional and Ethical) curriculum, which happens during Wellness Wednesdays. Training is provided by staff from Emory University (led by Dr. Frazier), which manages the distribution of these modules. Components include: mindfulness, compassion, resilience, and trauma informed practice. The whole group facilitation is led by trained instructors who are usually counselors, not classroom teachers. Some whole group and then breakout group. Training happenings over summer for staff, given the intensity of the work.</p>	
<p>B. How does this strategy promote equity?</p> <p>Provides a place for students to build skills to cope with all of the traumas in their world today. The district creates an opportunity to dedicate time to student mental health. One of the most valuable aspects is having staff to support teachers in this work.</p>	
<p>C. How does this strategy measure success?</p> <p>Perception surveys. Others TBD.</p>	
<p>D. Where in metro Atlanta is this strategy currently in operation?</p> <p>City Schools of Decatur. Other one-offs throughout metro Atlanta.</p>	

E. How are you trying to grow, and how might the L4L network help you scale?

Exists in all of City Schools of Decatur. Emory would be responsible for any scaling approach.
Led by the Emory Center for Contemplative Science and Compassion-Based Ethics.