The National Commission on Social, Emotional and Academic Development (SEAD Commission) had an ambitious charge: to engage and energize communities in re-envisioning learning to encompass its social, emotional and cognitive dimensions. The Commission staff had an even more ambitious charge. They coordinated multiple work groups, compiled input from hundreds of engaged leaders and produced or co-produced dozens of reports and videos in the span of just two years. Having been deeply involved in the Commission, we freely acknowledge that the Commission’s work, like the work of any time-limited group, had hiccups and gaps. Two of the main weak spots – addressing equity and engaging community partners – were serious enough that youth development and social justice organizations that had signed on as Commission partners requested support to provide coordinated critiques and written responses.

Even with these shortfalls, the Commission’s work provides an incredibly useful jumping off point for national and local discussions. This is not because these recommendations and frames are definitely “the best.” Many of us, the Forum included, will continue to preference our and other’s frames. The value of the Commission’s work lies in the consensus-building processes that deeply engaged a broad range of K-12 stakeholders, including many of those who created other “competing” frames. The resulting consensus documents can serve as reference points we can continue to discuss, dissect and improve.

We will be referencing the SEAD Commission’s work throughout the meeting. The executive summary of A Nation at Hope (included in your conference bags) summarizes the recommendations. The visuals, however, are only in the full report. They speak, to the four seminal ideas that anchor this meeting and ground our work:

**Readiness.** The SEAD Council of Distinguished Scientists encourages us to move away from customizing lists of social and emotional skills to putting these skills in context. Specifically, they encourage us to discuss the three broad types of skills and competencies needed for success that are consistent with brain research. They also encourage us to recognize that these skills, while teachable, exist in dynamic interaction with attitudes, values and mindsets and are best practiced in contexts that offer rigorous content and learning experiences.

**Quality.** The SEAD Council of Distinguished Educators encourages us to think about learning environments, not just learning content, and emphasizes the link between the quality of the learning setting (starting with safe, relationship-based environments) and the depth of the learning experience.

**Engagement.** In their first meeting, the Commissioners emphasized that, even though the Commission’s charge was to challenge preK-12 system leaders, the reality was that the Commission’s goals could not be achieved without the support, wisdom, and contributions of a broader education ecosystem. The Education Ecosystem graphic was created to acknowledge the role of influencers and policy makers while highlighting the range of community organizations and systems that support development and create valuable learning opportunities.

**Equity.** The ad hoc Youth Development Work Group, created to provide SEAD partners in the “orange ring” of the Education Ecosystem graphic an opportunity to create a coordinated response, focused on one important aspect of equity: equitable access to quality learning environments in school and out. The work group advanced a visual to make two points: 1) Non-school personnel and volunteers contribute to learning during the school day, just as school personnel do after school. 2) Opportunities to learn and practice social, emotional and cognitive skills vary significantly across specific learning settings in school (e.g., classrooms vs. playgrounds) and out of school (e.g., youth organizations vs. libraries).

The visuals and quotes on the pages that follow are pulled from From a Nation at Risk to a Nation at Hope: Recommendations from the National Commission on Social, Emotional & Academic Development.
We're still stuck in a paradigm that views social and emotional development and mastery of academic content as competing priorities. To create learning environments that support the whole student, educators will need a coherent plan that is supported by policy and research and that fosters the comprehensive development of young people.

More than two decades of research across a wide range of disciplines—psychology, social science, brain science—demonstrates that learning depends on deep connections across a variety of skills, attitudes, and character traits. These generally fall into three broad categories: (1) skills and competencies; (2) attitudes, beliefs, and mindsets; and (3) character and values.

“We're still stuck in a paradigm that views social and emotional development and mastery of academic content as competing priorities. To create learning environments that support the whole student, educators will need a coherent plan that is supported by policy and research and that fosters the comprehensive development of young people.”
“Supporting students’ comprehensive development requires leveraging partners beyond the schoolhouse—including families; community organizations; employers; faith-based institutions; colleges and universities; health, mental health, and social services; and other public agencies. Ensuring that all students have equitable access to safe and supportive learning environments also requires that policymakers at all levels ensure that resources are used equitably and efficiently, and can be flexible enough to support the needs of individual children and youth.”
Advocating for a Whole Child/Whole Community Understanding of Equity

The Where and When graphic is already being used by the Forum and others to deepen discussions about what it means to take a whole child/whole community focus and why it is impossible to ensure educational equity without looking at the bigger picture of where learning and development could happen and without having more nuanced data on quality and access.

- Reinforce the roles of families, communities, peers
- Specify the full range of learning environments
- Promote consistent standards for all learning environments
- Acknowledge that adult educators cross institutional boundaries
- Affirm the need for consistent recognition and cross training
- Recognize the cumulative impact of differences in access and quality across learning environments
- Make the case for better and more data, especially data reflecting youth and family experiences
- Highlight the need for more and better funded supports and for coordinated partnering

Over the next few months, The Forum will be working with partners to create more formal tools and discussion opportunities to connect the dots between the SEAD Commission frames and others in use (e.g., Science of Learning and Development, Chicago Consortium on School Research). We will also map the Commission’s recommendations against other related proposals. We created these cheat sheets so Ready by 21 National Meeting participants have easy access to the visuals and small print.

Contact Laura Jahromi, Big Picture Approach Program Manager: Laura@forumfyi.org | 202-250-3138 for more information on how to incorporate these ideas into your work.