



SPONSOR: Rep. S. Moore & Sen. Lockman & Rep. Wilson-Anton
Reps. Baumbach, Heffernan, K. Johnson, Lynn, Minor-
Brown; Sens. Pinkney, Sokola, Sturgeon, Townsend

HOUSE OF REPRESENTATIVES
151st GENERAL ASSEMBLY

HOUSE CONCURRENT RESOLUTION NO. 88

ENCOURAGING THE GENERAL ASSEMBLY TO PRIORITIZE FUNDING FOR SOCIAL EMOTIONAL LEARNING
IN SCHOOLS AND TO WORK COLLABORATIVELY WITH THE DEPARTMENT OF EDUCATION TO PROMOTE
SOCIAL EMOTIONAL LEARNING.

1 WHEREAS, social emotional learning (SEL) is the process through which people acquire and apply the
2 knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel
3 and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions;
4 and

5 WHEREAS, Delaware currently participates in the SEL and Workforce Initiative, which was launched by the
6 Collaborative for Academic, Social, and Emotional Learning (CASEL) in 2020 with the goal of preparing students for
7 success in their future careers; and

8 WHEREAS, the Delaware Department of Education supports the Delaware Social and Emotional Learning
9 Collaborative and a core group of educators and community partners who have met monthly for the last three years for the
10 purpose of developing an implementation framework that includes the development of K-12 SEL competencies, confirming
11 alignment between the preschool SEL standards, crosswalking the competencies with the academic content standards, and
12 creating as well as curating tools for implementation; and

13 WHEREAS, the Delaware Department of Education hosts public convenings quarterly of the Delaware Social and
14 Emotional Learning Collaborative to report on the progress of the core group, respond to public comments, and provide
15 learning opportunities to deepen collaborations; and

16 WHEREAS, the Delaware Department of Education promotes the social competence of all educators by
17 sponsoring the Delaware Chapter of the Coalition of Schools Educating Mindfully (DE-COSEM) and high quality
18 professional learning to expand coping repertoires, reduce dysregulation, and increase the retention of a resilient workforce;
19 and

20 WHEREAS, the Delaware Department of Education developed a state-level Social, Emotional, and Behavioral
21 Wellbeing (SEBW) Plan to aid districts and charter schools in responding to and supporting the social, emotional, and
22 behavioral needs of students; and

23 WHEREAS, federal Elementary and Secondary School Emergency Relief (ESSER) II funds provided through the
24 Coronavirus Response and Relief Supplemental Appropriations Act will be used to implement the SEBW plan, with the
25 goals of improving students' wellbeing and quality of life, improving attendance, self-regulation, behavior, and academic
26 outcomes, and decreasing symptoms of serious behavioral health challenges, including self-harm, suicide, and substance
27 use, that impede participation in school; and

28 WHEREAS, the ESSER II funds will be available for obligation until September 30, 2023, and American Rescue
29 Plan ESSER funds may allow for continued funding of the SEBW plan through September 30, 2024; and

30 WHEREAS, the state's ESSER II funds will not provide additional funding to schools to hire mental health staff;
31 and

32 WHEREAS, schools are not required to participate in the professional learning opportunities and related resources
33 provided by the SEBW plan; and

34 WHEREAS, trauma-informed SEL is an approach to Social Emotional Learning that recognizes and addresses the
35 needs of children who have experienced trauma; and

36 WHEREAS, Governor John Carney signed Executive Order 24 on October 17, 2018, making the State of
37 Delaware a trauma-informed state; and

38 WHEREAS, the Kaiser Permanente Adverse Childhood Experiences (ACEs) Study found that childhood exposure
39 to traumatic experiences increases the likelihood of physical and psychological illness later in life; and

40 WHEREAS, data from the 2019-2020 National Survey of Children's Health indicates that 22.8% of children in
41 Delaware have experienced one adverse childhood experience, while 19.1% have experienced two or more adverse
42 childhood experiences; and

43 WHEREAS, the coronavirus pandemic has exacerbated mental and behavioral health challenges for students of all
44 ages; and

45 WHEREAS, according to the US. Department of Health & Human Services, social and emotional competence
46 among children is a protective factor against adverse childhood experiences.

47 NOW, THEREFORE:

48 BE IT RESOLVED by the House of Representatives of the 151st General Assembly of the State of Delaware, the
49 Senate concurring therein, that the General Assembly should prioritize funding for Social Emotional Learning and fostering
50 Restorative Justice in school districts and charter schools, including funding for professional development and funding to
51 develop schoolwide action plans that address the needs of traumatized children and measures to decrease punitive
52 responses.

53 BE IT FURTHER RESOLVED that the General Assembly should work collaboratively with the Delaware
54 Department of Education and other stakeholders to identify additional opportunities to promote the integration of SEL into
55 academic instruction, school environments and create additional positions and funding for SEL leads for each LEA that
56 specifically targets the SEL work contained within this resolution and promulgated by the Department of Education.

SYNOPSIS

This Concurrent Resolution encourages the General Assembly to prioritize funding for Social Emotional Learning (SEL) in schools, and to work collaboratively with the Delaware Department of Education and other stakeholders to promote the use of SEL in school districts and charter schools.