



The Social and Emotional Learning Curriculum

Funding Resources for Leaders

Thanks for your interest in locating funding for Fly Five. This document provides information about funding available under the Elementary and Secondary Education Act (ESEA) and the Elementary and Secondary School Emergency Relief (ESSER) Fund and how Fly Five can qualify for that funding.



What is ESEA?

ESEA provides funding for elementary and secondary education, including professional development, instructional materials, and other resources and initiatives. It was signed into law in 1965 and has been updated a number of times since then. Its purpose is to support academic achievement for all students, including those in low-income and underserved schools. In this document, we'll look at several funding options available under two of ESEA's provisions, Title II (Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders) and Title IV (21st Century Schools). (For more information about ESEA, see Skinner, 2022; and U.S. Department of Education, n.d.-b.)

What is ESSER?

The first ESSER Fund, ESSER I, was established in 2020 by the U.S. Congress in response to the COVID-19 pandemic, making grants available to state educational agencies (SEAs) and local educational agencies (LEAs). Subsequent legislation enacted in 2021 made additional funding available through the ESSER II and the American Rescue Plan (ARP) ESSER fund. (For more information on ESSER, see Department of Education, n.d.-a)

What's the connection between ESEA and ESSER?

Under ESEA, funds are allocated to states under Title I, Part A. The ESSER funds are allocated to SEAs in the same proportion as are the ESEA funds.

What is Fly Five?

Fly Five is a kindergarten to eighth grade social and emotional learning curriculum developed on the core belief that, in order for students to be academically, socially, and behaviorally successful in, out of, and beyond school, they need to learn a set of social and emotional competencies, namely, cooperation, assertiveness, responsibility, empathy, and self-control (C.A.R.E.S.). The Fly Five lessons are intentionally designed to be easy to follow and implement so that teachers can place their attention on the important work of noticing a student's academic, social, and emotional growth and progress and creating conditions for that progress to continue.

What kind of professional development does Fly Five offer?

Fly Five offers experiential training that takes a deep dive into the five social and emotional competencies and offers educators the opportunity to become aware of, reflect upon, and set goals for their own social and emotional competence so they can be more effective in explicitly and intentionally teaching these skills to their students. Educators take thirty hours over the course of three years, with ten hours of professional development each academic year.

In general, how does Fly Five qualify for federal funding under ESEA and ESSER?

Fly Five provides educators with professional development, instructional materials, and an integrated curriculum that supports students' social, emotional, and academic success. ESEA and ESSER provide funding for programs and initiatives that support student achievement and success, making Fly Five a strong candidate for this funding.

ESEA, Title II, Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders

ESEA, Title II, provides for professional development and literacy and civics education. According to a Congressional Research Service report, "Title II includes programs centered on teachers, school leaders (e.g., principals), literacy, and American history and civics education. Programs focused on teachers and school leaders support activities and initiatives such as professional development, staff recruitment and retention . . . Other Title II programs focus on literacy education, providing grants to support literacy efforts from birth through grade 12 and supporting school library programs, early literacy services, and the provision of high-quality books to children and adolescents" (Skinner, 2022, p. 10).

Funding Source: Title II, Part A, Supporting Effective Instruction

Title II, Part A, provides for state grants including, among others, training and professional development. The Congressional Research Service notes: "Part A authorizes a program of state grants that may be used for a variety of purposes related to preparation, training, recruitment, retention, and professional development of elementary and secondary education teachers and school leaders. The formula grants are allocated to SEAs [state education agencies] based on student population and poverty counts, as well as a base guarantee determined by the amount each state received in FY2001 under antecedent programs" (Skinner, 2022, pp. 10–11).

How Fly Five Qualifies:

- **Professional development:** Fly Five workshops offer teachers and administrators the opportunity to understand and teach a set of core social and emotional competencies. In a sequential workshop format, taken over three years, educators:
 - Explore the five social and emotional competencies and gain an understanding of how social and emotional competence progresses as a set of developmental skills
 - Deepen awareness of the eight basic emotions and strategies for recognizing and managing them

- Gain insight into their own social and emotional competence
- Identify practices and resources that can be readily implemented in the classroom to explicitly teach developmentally appropriate social and emotional skills
- Develop and deepen understanding of mindfulness as a strategy for recognizing and managing responses to uncomfortable feelings, thoughts, and emotions

Funding Source: Title II, Part B, National Activities; Subpart B, Comprehensive Literacy State Development Grants (Section 2222)

Subpart 2 of Title II, Part B, provides grants specifically intended to support literacy efforts. The Congressional Reports Service notes: “Subpart 2 authorizes Literacy Education for All, Results for the Nation to improve student academic achievement in reading and writing from early education through grade 12. Under Subpart 2, competitive Comprehensive Literacy State Development Grants (Section 2222) are provided to SEAs [state education agencies]. SEAs subsequently provide competitive subgrants to one or more eligible LEAs [local education agencies] for the development and implementation of a comprehensive literacy instruction plan, professional development, and other activities” (Skinner, 2022, p. 11).

How Fly Five Qualifies:

- **Literacy education:** Fly Five’s K–8 comprehensive SEL curriculum integrates SEL and literacy education and was specifically designed to foster positive communities while engaging and exciting students about reading, writing, speaking, listening, and vocabulary. Age- and grade-appropriate resources include:
 - Reading materials and activities, including read-alouds for grades K–2
 - Student journals, including visual and manipulative tools to promote student learning, and vignettes, scenarios, games, and other learning materials aligned with each grade-level lesson
 - Interactive learning structures, featuring lesson-specific, interactive activities that integrate literacy education and social-emotional learning

ESEA, Title IV, 21st Century Schools

Funding Source: Title IV, Part A, Student Support and Academic Enrichment (SSAE) Grants

Title IV, Part A, provides grants for initiatives that support and improve student performance. According to the Congressional Research Service, “Title IV-A authorizes SSAE grants to improve students’ academic achievement by increasing the capacity of states, LEAs, schools, and local communities to (1) provide all students with access to a well-rounded education, [and] (2) improve school conditions for student learning,” among other activities (Skinner, 2022, p. 14). These funds are available for “(1) supporting well-rounded educational opportunities, (2) supporting safe and healthy students, and (3) supporting the effective use of technology (Skinner, 2022, p. 14). Allocation requirements apply, and funds must be distributed among these three categories; see Skinner (2022).

How Fly Five Qualifies:

- **Well-rounded education:** Social-emotional learning is increasingly recognized as an integral and necessary part of elementary and middle school education (Aspen Institute, 2019). Fly Five provides a comprehensive social-emotional curriculum designed for integration with academic, special area (e.g., PE), and out-of-school (e.g., after-school programs and extracurricular activities) education.
 - **Improved school conditions:** The Fly Five curriculum fosters five integrated competencies (cooperation, assertiveness, responsibility, empathy, and self-control). The Fly Five lessons allow teachers and school leaders to support students' academic, social, and emotional growth and progress and create conditions for that progress to continue for individual students, within classes, and across entire schools and districts.
 - **Improved school environment:** According to the Centers for Disease Control and Prevention (CDC, n.d.), SEL programs can foster safe, inclusive learning environments for all young people. Fly Five is intentionally designed to support such environments.
 - **Formative data:** Each Fly Five lesson has a formative assessment, allowing teachers and leaders to monitor student learning and inform instructional decisions.
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ESSER

Funding Source: Esser II, Coronavirus Aid, Relief, and Economic Security Act (CRRSA)

ESSER II provides funding to address pandemic-related challenges, especially those caused by the loss of instructional time, faced by students and schools. Funding is available for activities previously allowed under ESSER I, including programs for disadvantaged and at-risk students, professional development, and student support and academic enrichment. ESSER II also provides for mental health services and supports.

How Fly Five Qualifies:

- **Professional development:** Fly Five workshops offer teachers and administrators the opportunity to understand and teach a set of core social and emotional competencies. Such competencies support all students, including those deemed disadvantaged or at risk. Fly Five's comprehensive curriculum is intentionally designed to be easy to follow and implement so that teachers can support students' academic, social, and emotional growth and progress and creating conditions for that progress to continue.
- **Student support and academic enrichment:** The Fly Five curriculum explicitly supports students by providing training in five core social-emotional competencies, namely, cooperation, assertiveness, responsibility, empathy, and self-control. Integrated with academic lessons, the Fly Five curriculum enriches student achievement in both social-emotional and academic education.

Funding Source: ESSER III (ARP Act)

In addition to the activities allowed under ESSER I and ESSER II, including those directed at mental health, ESSER III provides funding for programs that address learning loss.

How Fly Five Qualifies:

- **Student support and academic enrichment:** The Fly Five curriculum explicitly supports students by providing training in five social and emotional in five core social-emotional competencies, namely, cooperation, assertiveness, responsibility, empathy, and self-control. Integrated with academic lessons, the Fly Five curriculum enriches student achievement in both social-emotional and academic education.
- **Mindfulness training:** Fly Five's The Mindful Student lessons offer grade- and age-appropriate tools for dealing with emotions.
 - Mindfulness provides students with strategies to identify, name, and manage emotions and the expression of emotions to remain in control and on a successful trajectory.
 - Mindfulness reduces anxiety, stress, and burnout for both students and teachers (Jennings et al., 2012), which can improve academic and behavioral outcomes.

References

- Aspen Institute. (2019). *From a nation at risk to a nation at hope: Recommendations from the National Commission on Social, Emotional, and Academic Development*. <http://nationathope.org/>
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- Jennings, P., Lantieri, L., & Roeser, R. W. (2012). Supporting educational goals through cultivating mindfulness: Approaches for teachers and students. In P. M. Brown, M. W. Corrigan, and A. Higgins D'Allessandro (Eds.), *The handbook of prosocial education* (371–391). Rowman and Littlefield.
- Skinner, R. (2022, April 20). *The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA): A primer (R45977)*. Congressional Research Service. <https://crsreports.congress.gov/product/details?prodcode=R45977>
- U.S. Department of Education. (n.d.-b). *Elementary and Secondary School Emergency Relief Fund*. <https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>
- U.S. Department of Education. (n.d.-a). *Every Student Succeeds Act (ESSA)*. <https://www.ed.gov/essa?src=rn>