

DE Strategy for Social, Emotional & Behavioral Wellbeing Plan

(currently referenced below as SEBW Plan)

Working Frequently Asked Questions (June 15, 2021)

Question	Response
How long are the resources available under the SEBW Plan?	This plan is being primarily funded with federal ESSER CRRSA funds (ESSER II) and these funds are available until September 30, 2023. ARP-ESSER funds may allow for the continuation through September 30, 2024. <i>(These dates do not include DDOE deadlines for encumbrances)</i>
With the state’s ESSER II funds, will LEAs and schools receive more staff (counselors, mental health professionals, district coaches, case managers)?	No, the state is not providing funds for additional staff in LEAs or schools. However, LEAs or schools can use their own ESSER II or ARP ESSER funds for additional staff to support project efforts and help build capacity. Engaging in an asset mapping of current staff is recommended to inform need along with other LEA/school data.
Are all LEAs and schools required to engage in the SEBW Plan (professional learning opportunities & related resources)?	No, participation is not required but highly recommended to support MTSS implementation and enhancement to reach desired SEB outcomes for your students, staff and community.
How is the SEBW Plan related to MTSS 508 Regulations?	The plan offers a differentiated array of available SEB (MTSS non-academic) resources and supports multiple entry points for each district/school to access opportunities as they build & sustain their Multi-Tiered Systems of Support.
When will the SEBW Plan related resources be available?	While part of a multi-year plan, some resources (particularly those at Level 1 to support exploration of innovations that may support identified needs) will be made available by DDOE and partners as early as this summer 2021.
Do LEAs and/or school teams need to participate in all the professional learning opportunities included in the SEBW Plan? If participating, is the State paying EPER/Stipends for LEA and school educators/staff training during the summer or after school hours?	There are a variety of professional learning opportunities available (or will be developed) to meet the needs of LEAs, school teams and educators. As teams engage with the SEBW Plan, part of the Level 1 Exploration Stage is learning how to identify needs to make informed decisions in prioritizing available content. At Level 2 LEA and school level team-based professional learning is included and at Level 3 the primary audience for content is district leadership teams. While not required, it is strongly encourage to participate in the professional learning opportunities that can support your systems. The SEBW Plan provides stipends to individuals for the training to become “instructors” in Youth Mental Health First Aid (YMHFA) only. No additional stipends are covered at this time. LEAs or schools may use their own ESSER II or ARP ESSER funds to provide EPER or stipends.

How much time will it take for a LEA or school to move from Level 1 to Level 3?	Overall it's important to note this plan supports systems change which can typically take 3-5 years. The change work is a process rather than an event that can lead to sustainable and effective change producing better outcomes for students. Transition to Level 2 will depend on readiness at Level 1, and there is no timeline expectation for LEAs or schools to engage in the exploration stage.
Why is a universal screening process a key component of the SEBW Plan?	<p>While it is common to develop a universal screening process to monitor student response to academic supports, it is much less common (but no less important) to develop a process to monitor student response to social, emotional and behavioral supports. As such, a screening process is one of the 5 key components of the plan to ensure LEAs and schools establish a process to identify and proactively respond to student SEB needs.</p> <p>LEAs and schools are strongly encouraged to review the following 30 minute top ten questions webinar to better understand SEB screening in the context of MTSS.</p>
Will engaging in a screening process lead to more students identified as needing support?	Yes and no. A universal screening process, as proposed in the SEBW Plan, should signal that more information (not necessarily more intervention) is needed to understand and support your staff and students.
Will we have enough resources to meet the needs of students identified by the universal screening process?	Yes, MTSS teams are encouraged to engage in systems conversations. If a high percentage of students show risk at the school or classroom level, the response or focus of intervention would be at the school or classroom level, and not necessarily individual student problem-solving.
How will the expected outcomes of the SEBW Plan be measured?	A multi-faceted evaluation plan will be developed to determine tools/data sources for use to monitor implementation fidelity and outcomes at state/LEA/school levels.
How can a LEA or school learn more about the SEBW Plan and how to engage?	At this time, information webinars are scheduled for June 22nd at 3:00pm and July 8th at 10:00am. The webinar will be recorded. The webinar and information on the webpage will provide how to best engage.
How can a district/school/educator engage with this SEBW Plan? What level of support is needed?	<p>Level 1 supports are designed to reach a broad audience from individual educators to building or district teams interested in exploring resources to identify and address the needs in their district, school or classroom.</p> <p>Level 2 supports are designed to support leadership teams with a level of readiness through focused professional learning (PL) and technical assistance as they work to put a new approach, initiative or practice in place.</p> <p>Level 3 support focuses on continuous improvement of new skills and practices, and they are designed to support district/charter teams as they work to scale up the implementation.</p>