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The Honorable Lamar Alexander
Chairman
Committee on Health, Education, Labor &
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U.S. Senate
Washington, D.C. 20510

The Honorable Patty Murray
Ranking Member
Committee on Health, Education, Labor &
Pensions
U.S. Senate
Washington, D.C. 20510

The Honorable John Kline
Chairman
Committee on Education and the Workforce
U.S. House of Representatives

The Honorable Robert C. Scott
Ranking Member
Committee on Education and the Workforce
U.S. House of Representatives

Dear Chairman Alexander, Ranking Member Murray, Chairman Kline and Senior Democratic Member Scott:

As you move to conference on the Senate and House bills to reauthorize the Elementary and Secondary Education Act (ESEA), I respectfully request that you include language that allows states and local education agencies to use Title II professional development funding for integrated student supports, such as Social and Emotional Learning (SEL) programming, in the final conference bill.

An extensive body of research has proven the effectiveness of SEL programs. For example, a meta-analysis of 213 SEL programs with a combined sample of more than 270,000 students showed that students scored 11 percentile points higher on standardized achievement tests compared to peers not receiving SEL programming.¹ A separate study found that classrooms which have implemented SEL programming provide greater levels of emotional support for students.²

The importance of training educators in SEL concepts was also highlighted in the Final Report of the Sandy Hook Advisory Commission, which concluded that "Social-emotional learning...works best when it is a pervasive component of the school environment that informs the culture of the school and the behavior of adult educators." The Sandy Hook Advisory Commission was established to make recommendations intended to reduce the probability of another tragedy such as the one which claimed the lives of 26 brave Newtown residents,

¹ Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.

² Hagelskamp, C., Brackett, M. A., Rivers, S. E., & Salovey, P. (2013). Improving classroom quality with the RULER approach to social and emotional learning: Proximal and distal outcomes. *American Journal of Community Psychology*, 51, 530-543.

including six-year-old Jesse Lewis. During floor consideration of the Every Child Achieves Act, I offered an amendment regarding SEL programming that was named in honor of Jesse.

We must ensure that states and local education agencies are able to train teachers and school administrators in concepts related to SEL, and I urge you to include language that allows Title II funding to be used for integrated student supports. Thank you for the consideration of this request.

Sincerely,



Richard Blumenthal
United States Senate