



A REVIEW ON TEACHER PERCEPTIONS AND PRACTICES IN ASSESSING STUDENTS' SOCIAL-EMOTIONAL LEARNING COMPETENCIES

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ABSTRACT

The importance of social-emotional learning (SEL) for students' overall growth and academic achievement is becoming more widely acknowledged. This qualitative research investigates how educators in various school environments view and use SEL competency assessments. There is now more emphasis on how teachers comprehend and assess these abilities as a result of the rising understanding of SEL as essential to students' performance. The evaluation looks at a number of aspects of teachers' attitudes, such as their opinions on the value of SEL, their assurance in their ability to evaluate SEL abilities, and the difficulties they face throughout the assessment process. It also looks at useful strategies used by educators, such performance-based evaluations, self-report surveys, and observational techniques. According to the findings, even though most instructors agree that SEL is important, they frequently feel unprepared and lack useful evaluation methods. In order to help teachers in this crucial area of education, the evaluation emphasizes the need for consistent assessment systems and focused professional development.

Keywords: Social Emotional Learning, Social Awareness, Responsive Decision Making, Relationship Skills, Self-awareness, Self-Management.

INTRODUCTION

It is becoming more widely acknowledged that social-emotional learning (SEL) is essential to kids' academic achievement and overall development. Students who possess the SEL competencies self-awareness, self-management, social awareness, relational skills, and responsible decision-making are better equipped to deal with the challenges of both life and education. The role that educators play in evaluating these abilities has drawn attention as more schools implement SEL frameworks. The purpose of this review is to investigate how instructors see and use the process of evaluating students' SEL abilities. It is important to comprehend how instructors approach and use SEL evaluation for a number of reasons. First and foremost, educators play a crucial role in monitoring and shaping the social-emotional growth of their children [1]. Their observations can offer insightful information on the actual difficulties faced in the classroom and the efficacy of SEL initiatives. Second, the way that SEL evaluations are implemented may be greatly impacted by teachers' perspectives, which can also have an influence on how committed and involved they are in SEL programs.

LITERATURE REVIEW

According to Durlak et al. (2011), teachers who understand the benefits of SEL are more likely to integrate SEL practices into their teaching. However, the extent to which teachers prioritize SEL varies, influenced by their training, experience, and school culture. A study by Weissberg et al. (2015) found that teachers often feel unprepared and lack sufficient training in SEL assessment strategies. The above authors suggest that the implementation of SEL programs that are explicit as well as integrated

into academics and pedagogy within positive school settings is critical for the success of students in any path they pursue beyond high school graduation. According to Taylor et al. (2017), observational assessments are commonly used due to their direct observation of student behaviors in natural settings. Self-report questionnaires are also popular, although they are sometimes criticized for their potential biases and lack of depth.

Jennings and Greenberg (2009) highlight that without standardized training, teachers may struggle to apply SEL assessment tools consistently and effectively. Elias, M. J. et al. (1997) suggest that the subjective nature of many SEL assessment methods can lead to inconsistencies in evaluation. Many teachers report insufficient professional development opportunities specifically focused on SEL assessment. McKown and Russo (2012) underscore the need for more robust tools that can accurately measure SEL competencies. Collaborative learning communities and ongoing support have been shown to improve teachers' practices (CASEL, 2013). Effective professional development should include hands-on training, opportunities for reflection, and the sharing of best practices among educators [6]. SEL competencies should also occur within caring and safe classroom and school environments and with the knowledge and support of parents.

SOCIAL EMOTIONAL LEARNING

A system known as social emotional learning (SEL) assists students of all ages in better understanding their emotions, experiencing them to the fullest, and exhibiting empathy for others. These acquired behaviors are then applied to assist students in developing constructive, accountable decision-making processes, goal-achieving frameworks, and wholesome interpersonal interactions [2]. The goals of social and emotional learning (SEL) are to increase students' self-awareness, empathy for others in their community and the wider world, and their understanding of their own ideas and feelings.

IMPORTANCE OF SOCIAL AND EMOTIONAL LEARNING FOR STUDENTS

Students need to engage in Social and Emotional Learning (SEL) since it has a big influence on both their academic performance and general well-being. Through the development of abilities like self-regulation and goal-setting, SEL improves academic success. By teaching pupils how to handle stress and overcome obstacles, it enhances emotional wellbeing and lowers anxiety and sadness. A supportive learning environment is created via SEL, which also fosters strong connections through empathy, communication, and conflict resolution. SEL leads to better classroom conduct because it teaches children self-control and respect. Furthermore, via fostering the development of critical life skills like resilience and decision-making, SEL promotes social and personal growth. It increases motivation and engagement while giving kids a feeling of purpose and connection. Last but not least, SEL helps children become more adaptive and problem-solving capable, which improves learning outcomes and fosters a healthy school atmosphere [7]. In general, SEL is critical to supporting children's social, emotional, and intellectual growth.



Figure 1: Social and Emotional Learning for Students

PURPOSE OF THE STUDY

The purpose of this study is to investigate the attitudes and views of teachers, specifically how they view the value of SEL and how confident they are in their ability to evaluate these competences. It looks at how valuable instructors think SEL is for students' growth and academic achievement, as well as how confident they are in their ability to put SEL principles into practice and assess their effectiveness. Along with documenting and evaluating the numerous approaches and instruments that educators now employ to evaluate SEL abilities, the study also examines the advantages and disadvantages of these methods, including performance-based evaluations, self-report questionnaires, and observational techniques. It also identifies contextual and systemic barriers to effective SEL implementation and draws attention to the difficulties instructors have when assessing students' social emotional learning (SEL), such as a lack of standardized assessment methods, inadequate resources, and inadequate training. In order to find best practices and effective tactics, the study attempts to identify the elements that support and improve SEL assessment processes. These elements include administrative support, professional development opportunities, and the availability of validated assessment instruments. up addition, the study aims to fill up the gaps in the literature, namely in the areas of creating reliable evaluation instruments, comprehending contextual and cultural impacts on SEL practices, and carrying out longitudinal research to assess the long-term effects of SEL treatments [4]. In the conclusion, the study seeks to contribute to the creation of frameworks and policies that promote successful SEL assessment and integration into curricula by offering evidence-based suggestions for educators, researchers, and policymakers on enhancing SEL assessment procedures [5]. The overall objectives of SEL education are to be supported, student outcomes will be improved, and teaching practices will be improved with the help of this thorough grasp of the condition of SEL evaluation in schools today.

THE FIVE SOCIAL EMOTIONAL LEARNING COMPETENCIES

The Collaborative for Academic, Social, and Emotional Learning (CASEL), a group that works with educators and students to support positive outcomes for PreK–12 students, states that SEL entails five fundamental competencies that can be used in the community, at home, and in the classroom. These five core competencies are:



Figure 2: Five Social Emotional Learning Competencies

SELF-AWARENESS

In emotional learning, self-awareness is a crucial element that helps people comprehend their feelings, ideas, and beliefs on a deeper level. People can better understand how these internal moods affect their conduct and social relationships when they are aware of them. Here are the key aspects and benefits of self-awareness:

- **Emotional Recognition:** The ability to accurately identify and label one's emotions. This skill allows individuals to understand their emotional experiences and responses.
- **Self-Perception:** Understanding one's strengths, weaknesses, and unique qualities. Self-perception helps individuals develop a realistic and balanced view of themselves.

- **Self-Confidence:** Cultivating a sense of self-efficacy and optimism. Confidence in one's abilities is essential for setting and achieving personal goals.
- **Reflective Thinking:** The practice of assessing one's own actions and considering the impact on oneself and others. Reflective thinking promotes personal growth and learning from experiences.
- **Emotional Regulation:** Managing and regulating emotions in a healthy and constructive manner. This ability helps individuals respond to challenges and stressors effectively.
- **Goal Setting:** Setting realistic and achievable goals based on a clear understanding of one's desires and capabilities. Self-awareness supports goal-oriented behavior.
- **Empathy Development:** Enhancing empathy by recognizing one's own emotions and understanding others' emotional experiences. Empathy fosters positive social interactions and relationships.
- **Decision Making:** Making informed and thoughtful decisions by considering one's values and emotions. Self-aware individuals can make choices that align with their personal beliefs and goals.
- **Stress Management:** Recognizing stress triggers and employing strategies to cope with stress. Self-awareness enables individuals to maintain emotional well-being.
- **Improved Relationships:** Building stronger and more meaningful relationships through better understanding of oneself and others. Self-awareness enhances communication and connection.

Self-awareness building is a continuous process that enhances emotional intelligence and general wellbeing. It serves as the basis for further socio-emotional learning (SEL) competences, including interpersonal skills, self-management, social awareness, and responsible decision-making. Through cultivating self-awareness, people may become resilient in the face of adversity and create a balanced, meaningful existence.

SELF-MANAGEMENT

In the context of emotional learning, self-management refers to the capacity to effectively control one's feelings, ideas, and actions in various contexts. It entails establishing and pursuing academic and personal objectives, stress management, and impulsive control. Here are the key aspects and benefits of self-management:

- **Emotion Regulation:** The ability to manage and modulate one's emotional responses. This includes calming oneself when upset and maintaining focus under pressure.
- **Impulse Control:** Resisting the temptation to act on immediate desires or urges. This skill is crucial for making thoughtful and deliberate decisions.
- **Stress Management:** Implementing strategies to cope with and reduce stress. Effective stress management promotes mental and physical well-being.
- **Goal Setting:** Establishing clear, realistic, and achievable goals. Setting goals helps provide direction and motivation.
- **Planning and Organization:** Developing and following through with plans to reach one's goals. This includes organizing tasks and managing time effectively.
- **Self-Discipline:** Maintaining focus and perseverance in the face of obstacles and distractions. Self-discipline is key to achieving long-term objectives.
- **Accountability:** Taking responsibility for one's actions and their outcomes. Being accountable helps build trust and reliability.
- **Adaptability:** Adjusting one's behavior and strategies in response to changing circumstances. Adaptability is essential for navigating challenges and setbacks.
- **Motivation:** Sustaining the drive and energy to pursue goals. Self-motivation involves finding intrinsic and extrinsic motivators to stay committed.
- **Healthy Habits:** Developing routines that promote well-being, such as regular exercise, healthy eating, and adequate sleep.

Self-management techniques make it easier for people to manage both short-term and long-term initiatives. Additionally, it builds resilience in children so they can overcome adversity. People may do more in life, perform better in school, and have better interpersonal interactions by learning self-

management. This ability is essential to social-emotional learning (SEL) because it fosters academic and personal development and equips people to handle problems in life with poise and confidence.

SOCIAL AWARENESS

In emotional learning, social awareness refers to the capacity to comprehend and feel empathy for others from different cultural and ethnic origins. It entails being aware of social signs, respecting and exhibiting empathy for others, and acknowledging the value of diverse viewpoints. Here are the key aspects and benefits of social awareness:

- **Empathy:** The ability to understand and share the feelings of others. Empathy is fundamental for building strong, supportive relationships.
- **Perspective-Taking:** Recognizing and considering others' viewpoints. This skill helps in appreciating different opinions and fostering open-mindedness.
- **Social Cues:** Reading and interpreting verbal and non-verbal signals, such as body language and tone of voice. Understanding social cues aids in effective communication.
- **Respect for Diversity:** Valuing and respecting people from different backgrounds and cultures. This promotes inclusivity and reduces prejudice.
- **Understanding Social Norms:** Recognizing and adhering to the rules and behaviors expected in various social settings. Understanding norms helps in navigating social situations appropriately.
- **Active Listening:** Fully concentrating, understanding, responding, and remembering what others are saying. Active listening fosters better communication and relationships.
- **Community Awareness:** Understanding the needs and dynamics of one's community. This awareness encourages civic engagement and social responsibility.
- **Compassion:** Demonstrating care and concern for others' well-being. Compassion fosters supportive and nurturing environments.
- **Altruism:** Engaging in selfless acts to benefit others. Altruism enhances community bonds and personal fulfillment.
- **Cultural Competence:** Developing skills to interact effectively with people from different cultures. Cultural competence promotes mutual respect and collaboration.

Gaining social awareness enables people to make valuable connections and have a beneficial impact on their communities. It promotes cooperation, lessens conflict, and fosters empathy. Social-emotional learning (SEL) depends on social awareness since it equips people to deal sensitively and understandingly in a variety of social settings. People may build inclusive, harmonic, and supportive social settings that improve individual and group well-being by cultivating social awareness.

RELATIONSHIP SKILLS

In the context of emotional learning, relationship skills are the aptitudes required to create and preserve fulfilling and healthy relationships with other people. These abilities include cooperating with others, resolving conflicts, building relationships based on mutual respect and trust, and effective communication. Here are the key aspects and benefits of relationship skills:

- **Effective Communication:** Expressing thoughts and feelings clearly and listening to others. Effective communication is the cornerstone of strong relationships.
- **Active Listening:** Paying full attention to others, understanding their messages, and responding thoughtfully. Active listening shows respect and empathy.
- **Cooperation:** Working well with others towards common goals. Cooperation builds teamwork and collective problem-solving.
- **Conflict Resolution:** Addressing disagreements in a constructive manner. Conflict resolution skills help maintain harmony and mutual respect.
- **Empathy:** Understanding and sharing the feelings of others. Empathy strengthens connections and fosters supportive relationships.
- **Respect:** Valuing others' perspectives and treating them with consideration. Respect creates a positive and inclusive social environment.

- **Trust-Building:** Establishing and maintaining trust through honesty and reliability. Trust is essential for deep, meaningful relationships.
- **Negotiation Skills:** Finding mutually acceptable solutions in situations of disagreement. Negotiation fosters compromise and collaboration.
- **Teamwork:** Collaborating effectively with others. Teamwork enhances productivity and shared success.
- **Social Engagement:** Actively participating in social activities and community events. Social engagement builds networks and a sense of belonging.
- **Nonverbal Communication:** Understanding and using body language, facial expressions, and gestures. Nonverbal cues complement verbal communication and enhance understanding.
- **Positive Feedback:** Offering constructive and supportive feedback. Positive feedback encourages growth and improvement.
- **Boundary Setting:** Defining and respecting personal boundaries. Setting boundaries ensures mutual respect and personal space.
- **Support and Encouragement:** Offering help and motivation to others. Supportive relationships foster resilience and well-being.
- **Interpersonal Problem-Solving:** Addressing and resolving relational issues. Problem-solving skills help maintain healthy relationships.
- **Adaptability:** Adjusting behavior and communication style to different social situations. Adaptability enhances social interactions.
- **Forgiveness:** Letting go of grudges and moving past conflicts. Forgiveness promotes healing and long-term relationship health.
- **Emotional Regulation:** Managing one's emotions in interactions with others. Emotional regulation prevents misunderstandings and conflicts.
- **Cultural Sensitivity:** Being aware of and respectful towards cultural differences. Cultural sensitivity fosters inclusivity and respect.
- **Networking:** Building and maintaining a network of supportive relationships. Networking provides social support and opportunities for growth.

Having strong interpersonal skills is essential for establishing and maintaining deep ties with other people [10]. These abilities foster social harmony, improve relationships both personally and professionally, and improve general wellbeing. Relationship skills are essential to social-emotional learning (SEL) because they enable people to negotiate social complexity and create a community that is encouraging and cooperative.

MAKING RESPONSIBLE DECISIONS

During the emotional learning process, making responsible judgments requires the capacity to make moral decisions that are beneficial to oneself and others. This skill includes assessing circumstances, thinking through possible outcomes, and making well-informed decisions [8]. Here are the key aspects and benefits of responsible decision-making:

- **Ethical Considerations:** Evaluating decisions based on moral principles and values. Ethical considerations ensure choices align with personal and societal standards.
- **Critical Thinking:** Analyzing and evaluating information and options before making a decision. Critical thinking helps in making well-informed choices.
- **Problem-Solving:** Identifying solutions to challenges and obstacles. Effective problem-solving skills lead to better outcomes.
- **Consequential Thinking:** Anticipating the potential outcomes of decisions. Considering consequences helps in avoiding negative impacts.
- **Self-Reflection:** Reflecting on past decisions and their outcomes. Self-reflection promotes learning and personal growth.

- **Goal Setting:** Making decisions that align with personal and academic goals. Goal-oriented decisions contribute to long-term success.
- **Balancing Interests:** Considering the needs and desires of oneself and others. Balancing interests fosters fairness and mutual respect.
- **Information Gathering:** Seeking out relevant information before making a choice. Well-informed decisions are based on accurate and comprehensive data.
- **Emotional Regulation:** Managing emotions to make rational decisions. Emotional regulation prevents impulsive and reactionary choices.
- **Seeking Advice:** Consulting trusted individuals for guidance. Seeking advice provides additional perspectives and insights.
- **Accountability:** Taking responsibility for the outcomes of decisions. Accountability fosters trust and reliability.
- **Resource Management:** Utilizing available resources effectively. Efficient resource management leads to better decision-making outcomes.
- **Risk Assessment:** Evaluating the potential risks and benefits of options. Risk assessment helps in making balanced and prudent choices.
- **Conflict Resolution:** Making decisions that resolve conflicts constructively. Effective conflict resolution promotes harmony and cooperation.
- **Cultural Sensitivity:** Considering cultural differences in decision-making. Cultural sensitivity ensures respect and inclusivity.
- **Integrity:** Making decisions that reflect honesty and strong moral principles. Integrity builds trust and respect in relationships.
- **Long-Term Perspective:** Considering the long-term effects of decisions. A long-term perspective ensures sustainable and beneficial outcomes.
- **Empathy:** Understanding how decisions affect others. Empathy promotes compassionate and considerate choices.
- **Adaptability:** Being willing to adjust decisions based on new information or changing circumstances. Adaptability ensures flexibility and resilience.
- **Collaboration:** Involving others in the decision-making process when appropriate. Collaborative decision-making fosters teamwork and shared responsibility.

Making wise judgments is a skill that is necessary for social interactions, academic performance, and personal development. It supports people in resolving disputes, navigating challenging circumstances, and making valuable contributions to their communities. Responsible decision-making is an essential part of social-emotional learning (SEL) because it enables people to make decisions that are morally sound, considerate, and advantageous to all parties.

SEL IN COLLEGE STUDENTS

College students' holistic growth depends on social and emotional learning (SEL), which focuses on enhancing emotional intelligence, interpersonal skills, and personal wellbeing. SEL lowers stress and increases resilience in pupils by assisting them in managing their emotions. It develops social awareness, which encourages inclusion and empathy, as well as self-awareness, which helps pupils see their areas of strength and development. Important elements include relationship skills and responsible decision-making, which support ethical decision-making, effective communication, and conflict resolution.

Through goal-setting methods, motivation, and stress management skills, SEL helps kids develop a growth mindset and succeed academically. Instilling a sense of purpose and social duty, it fosters community participation and improves cultural competency while promoting tolerance for diversity. Additional advantages include enhanced conflict resolution, problem-solving, leadership, and academic success. SEL promotes mental health by fostering resilience, self-assurance, cooperation, and individual well-being.

Students are better equipped to succeed in the long run when SEL is included into college courses and activities. This is because it gives them the emotional intelligence and confidence to handle opportunities and obstacles. Their educational experience is enhanced by this all-encompassing strategy, which promotes social, intellectual, and personal growth [3, 9].

SEL IN COLLEGE IN RURAL AREA

For college students in rural locations, social and emotional learning (SEL) is especially crucial since it tackles particular difficulties and makes use of local assets. In rural colleges, SEL may improve students' wellbeing, encourage community involvement, and help them acquire important life skills. Here are key points to consider:

- **Community Integration:** Rural areas often have tight-knit communities. SEL programs can leverage this strength by promoting community-based projects and encouraging students to engage in local activities, fostering a sense of belonging and social responsibility.
- **Mental Health Support:** Access to mental health resources can be limited in rural areas. SEL programs can provide essential tools for emotional regulation, stress management, and coping strategies, supporting students' mental health and resilience.
- **Self-Awareness and Identity:** SEL helps students in rural areas develop a strong sense of self-awareness, understanding their strengths, values, and areas for growth. This is crucial for personal development and future planning.
- **Social Awareness and Empathy:** By fostering empathy and understanding, SEL programs can help students appreciate diverse perspectives and reduce social isolation, promoting inclusivity within the rural community.
- **Relationship Skills:** Effective communication, teamwork, and conflict resolution skills are essential for building strong relationships. SEL programs can enhance these skills, supporting both personal and professional relationships in rural settings.
- **Responsible Decision-Making:** Teaching students to make informed and ethical decisions is critical. SEL encourages critical thinking and long-term planning, helping students navigate academic and life choices.
- **Cultural Competence:** Rural areas may have unique cultural dynamics. SEL programs can promote cultural competence, encouraging students to respect and appreciate local traditions while also embracing diversity.
- **Leadership and Initiative:** SEL fosters leadership skills, empowering students to take initiative in their communities. This can lead to positive social change and community development in rural areas.
- **Academic Achievement:** By supporting emotional and social well-being, SEL enhances students' academic performance. Improved focus, motivation, and stress management contribute to better educational outcomes.
- **Technology and Connectivity:** Addressing the digital divide is crucial in rural areas. SEL programs can incorporate digital literacy and online communication skills, helping students stay connected and access broader resources.
- **Peer Support Networks:** SEL programs can facilitate the creation of peer support networks, providing students with a sense of camaraderie and mutual assistance, which is vital in less densely populated areas.
- **Self-Care and Well-Being:** Encouraging self-care practices and healthy lifestyles is essential. SEL teaches students to prioritize their physical and emotional well-being, contributing to overall life satisfaction.

Additionally, by enhancing motivation, attention, and coping mechanisms, SEL improves academic success. Students gain leadership abilities, flexibility, and useful life skills from it, which equips them for future employment and community service. In order to close the digital divide in rural regions, SEL also promotes digital literacy and connection. Parental and community involvement in SEL

programs enhances support systems and solidifies education. All things considered, SEL in remote campuses produces resilient, well-rounded people who positively impact their communities.

- **Adaptability and Resilience:** Rural students often face unique challenges, such as economic constraints and limited access to resources. SEL promotes adaptability and resilience, helping students overcome these obstacles.
- **Career and Life Skills:** SEL provides practical life skills, such as financial literacy, time management, and goal setting, preparing students for future careers and life beyond college.
- **Community Engagement:** Encouraging students to participate in community service and local initiatives fosters a sense of civic duty and strengthens community ties.
- **Support for Transition:** SEL can support students in transitioning from rural life to broader opportunities, such as higher education or urban employment, by building confidence and necessary skills.
- **Parental and Community Involvement:** Engaging parents and community members in SEL programs can enhance support systems and reinforce learning outside the classroom.
- **Building Trust and Safety:** SEL promotes a safe and supportive learning environment, essential for students in rural areas who may face social or geographical isolation.
- **Customization and Flexibility:** SEL programs in rural areas should be tailored to meet the specific needs and circumstances of the local community, ensuring relevance and effectiveness.
- **Long-Term Impact:** Investing in SEL for rural college students creates long-term benefits, including stronger communities, better-prepared individuals, and enhanced quality of life.

By leveraging community strengths and addressing particular problems, SEL implementation in rural institutions supports students' holistic development and achievement.

CHALLENGES AND STRATEGIES IN SEL IMPLEMENTATION

Incorporating Social-Emotional Learning (SEL) into educational environments presents a number of obstacles as well as chances to improve student growth. Lack of professional development and training is a major issue that prevents many instructors from feeling equipped to include SEL into their lessons. Inadequate resources, such as time, materials, and support personnel, also restrict the efficacy of SEL programs. Continuous professional development, which includes coaching and seminars, is crucial for addressing these issues and enhancing teachers' competency and confidence in SEL techniques. By include SEL in teacher education programs, new teachers are guaranteed to be well-prepared. Sufficient resources and assistance, such as devoted time, funds, and collaborations with neighborhood groups and mental health experts, must to be provided. Utilizing technology, standardizing frameworks, and providing clear rules can all help to guarantee consistency and lessen variability in the use of SEL. A thorough understanding of students' SEL abilities may be obtained by creating trustworthy, culturally sensitive assessment instruments and encouraging real assessment procedures like performance-based tests and portfolios.

CONCLUSION

Examining teachers' perspectives and methods for evaluating students' Social-Emotional Learning (SEL) abilities reveals that teachers recognize the importance of SEL but also encounter significant obstacles. Due to insufficient training and a dearth of trustworthy assessment instruments, teachers frequently feel unprepared, which causes disparate SEL experiences in various classes. Enough resources and thorough professional development are needed for SEL adoption to be implemented successfully in order to overcome these issues. Reducing heterogeneity in SEL practices may be achieved by using technology and establishing explicit norms. A more accurate evaluation of SEL abilities may be achieved by supporting authentic assessment techniques and investing in strong, culturally sensitive assessment instruments. The effectiveness of SEL programs can also be increased by creating a supportive school climate and including families and communities in SEL projects. Ultimately, despite current obstacles, SEL practice improvement may have a substantial positive

impact on kids' academic and social-emotional growth, guaranteeing that they gain critical skills for success in life.

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