

CASEL:
The First
Ten Years
1994-2004

Building
a Foundation
for the Future



The
Collaborative
for Academic,
Social, and
Emotional
Learning

At the University
of Illinois
at Chicago

Our vision: *Imagine a world where families, schools, and communities work together to support the healthy development of all children.*

All children will become engaged life-long learners who are self-aware, caring and connected to others, and responsible decision makers.

All children will achieve to their fullest potential, participating constructively in a democratic society.

CASEL's mission: *To make evidence-based social, emotional, and academic learning an essential part of education, from preschool through high school.*

What is Social and Emotional Learning (SEL)?

Social and emotional learning (SEL) is the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. Research has shown that SEL is fundamental to children's social and emotional development—their health, ethical development, citizenship, academic learning, and motivation to achieve. Social and emotional education is a unifying concept for organizing and coordinating school-based programming that focuses on positive youth development, health promotion, prevention of problem behaviors, and student engagement in learning.

CASEL has identified five essential areas of social and emotional development:

Self-awareness: Recognizing one's emotions and values as well as one's strengths and limitations.

Self-management: Managing emotions and behaviors to achieve one's goals.

Social awareness: Showing understanding and empathy for others.

Relationship skills: Forming positive relationships, working in teams, dealing effectively with conflict.

Responsible decision making: Making ethical, constructive choices about personal and social behavior.

CASEL Ten Years Later: A Learning Community

From the beginning, my expectations for CASEL were ambitious, and they have been met in almost every respect. We have created a community of scholars from across many disciplines: educational reform, school-based prevention, cognitive development, character education, and community mental health. Working as a true collaborative, we have defined the underlying elements of what schools need to develop, model, and support to achieve optimal youth development.

We have combined scientific rigor and the highest level of academic thought with a hard-

headed, pragmatic approach. This is the direct result of CASEL's commitment to having field-based practitioners work with researchers. There is often a deep divide between these two groups. Yet CASEL has fostered successful partnerships that have helped to close that gap.

CASEL's capacity for building a community of learners at all levels of education is key to its long-term success. In the midst of the national debate about how children can do best, the need for CASEL has never been greater.

**—Timothy P. Shriver,
Chair, CASEL Leadership Team**



Working as a true collaborative, we have defined the underlying elements of what schools need to develop, model, and support to achieve optimal youth development.

Major Steps Forward for CASEL and SEL



Roger P. Weissberg



Mary Utne O'Brien

We are proud to introduce CASEL's Ten-Year Report. As we look back on CASEL's accomplishments since our organization was established, we are reminded again that we have come very far in a relatively short time. You'll understand why when you read the following pages.

Did we do it all ourselves? Hardly! A hallmark of CASEL's organizational culture from the beginning has been a spirit of sharing and collaboration. If CASEL's accomplishments in the past ten years are impressive, much of the credit goes to our collaborators—the many individuals and organizations who have worked closely with us on a variety of projects because they share our mission, our goals, and our commitment to the well-being and healthy development of all children.

One indication of how far the field has come is the adoption in December 2004 of statewide standards for social and emotional learning (SEL) in CASEL's home state of Illinois. The standards are part of a new law requiring all Illinois school districts to incorporate SEL into their educational programming. CASEL played a key role in devel-

oping the Illinois standards. For the first time, a statewide policy document spells out specifically what students are expected to know and be able to do in relation to SEL. We hope this will become a model for other states. More information about the standards can be found on page 18.

Internally, the most important recent development was our administrative restructuring. In the summer of 2004 Mary Utne O'Brien succeeded Roger Weissberg as CASEL's Executive Director. Roger assumed the newly created position of President after having served as Executive Director since 1996. As President, Roger is now free to focus on development and external affairs. Mary is responsible for managing CASEL's central office staff and projects, in addition to working closely with Roger and our national Leadership Team in conceptualizing new directions and projects for CASEL.

We are excited about where CASEL is headed, and we hope all who read this report will want to be a part of CASEL's next decade.

Roger P. Weissberg
President

Mary Utne O'Brien
Executive Director

What Is CASEL?

CASEL is a collaborative organization of educators, researchers, and others who care about effective schools and the positive development of children and youth. CASEL was founded in 1994 by Daniel Goleman, the best-selling author of *Emotional Intelligence*, and venture philanthropist Eileen Rockefeller Growald. Based at the University of Illinois at Chicago (UIC), CASEL has a multidisciplinary central staff. Also important to CASEL's activities is a national Leadership Team of prominent researchers and educators in the fields of education, psychology, and positive youth development.

CASEL provides leadership for educators, researchers, and policy makers to advance the science and practice of school-based social and emotional learning. Our mission is to enhance children's success in school and life by promoting coordinated, evidence-based social, emotional, and academic learning as an essential element of education from preschool through high school.

CASEL's first major effort, the 1997 publication *Promoting Social and Emotional Learning: Guidelines for Educators* (ASCD), helped to define the SEL field by providing a research-based framework for SEL programming. In 2003, we released *Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional*

Learning (SEL) Programs. The guide reviews 80 evidence-based SEL programs and provides a road map for schools and districts that are launching, adding, or integrating social, emotional, and academic learning programs. Our most recent contribution to the science of SEL is *Building Academic Success on Social and Emotional Learning: What Does the Research Say?*, published in 2004 by Teachers College Press.

CASEL has two primary goals:

(1) Advance the science of SEL. CASEL synthesizes the latest empirical findings and theoretical developments, providing scientific leadership to foster progress in SEL research and practice. We identify and document how SEL programming coordinates with and adds value to other approaches that address children's successful development. CASEL works with administrators, educators, and program developers to identify the most promising and effective implementation strategies for integrated, school-wide SEL practice.

(2) Expand the practice of SEL. CASEL aims to expand the number of schools, districts, and states that implement empirically validated, integrated SEL programming and thus to increase the number of children who experience positive outcomes from SEL programming.



Social and Emotional Learning— A Key to Young People’s Success in School and Life

Young people often lack the developmental assets needed to ward off problem behavior and flourish in school and out.

Social and emotional learning (SEL) is more important than ever before. It is a key to the future well-being and success of today’s children and youth.

Unfortunately, many factors make it difficult for young people to get the guidance and support they need. We live in a world where working parents have little time for family interaction; where there is not enough contact between young people and responsible adults; where young people often feel isolated in the world of their peers; and where the influence of the media and the Internet often rivals that of home and school.

A consequence of these conditions is that children and adolescents today experience serious problems. In 2003, the Centers for Disease Control (CDC) reported:

- 28 percent of youth said they felt so sad or hopeless every day for two weeks or more that they stopped doing their normal activities.
- 16 percent made a plan to commit suicide sometime during the last 12 months.
- 28 percent had five or more alcoholic drinks in a row during the last 30 days.
- More than 50 percent of students in some demographic groups dropped out of school.

Young people often lack the developmental assets needed to ward off problem behavior and flourish in school and out. The Search Institute surveyed almost 100,000 youth and found:

- 29 percent see themselves as thinking through the results of their choices and planning ahead—but 71 percent do not.
- 35 percent see themselves as respecting the values and beliefs of people of different races and cultures—but 65 percent do not.
- 24 percent report feeling that their teachers really care about them—but 76 percent do not.

Against this backdrop, schools are faced with growing pressures to ensure that students perform well on standardized tests. The school accountability movement, most notably the No Child Left Behind legislation, creates huge challenges for schools. Too often educators feel compelled to respond with quick solutions and superficial assessments that reveal little about students’ engagement in learning and true understanding of what they learn.

At the same time the business community fully recognizes the value of social-emotional skills to workplace effectiveness. The U.S. Department of Labor, in the Secretary’s Commission on Achieving Necessary Skills (SCANS) Report (“What Work Requires of Schools”), identified skills needed for the workforce in the 21st century. Of 16 skills, eight involve social and emotional competencies: listening, decision making, problem solving, personal responsibility, self-esteem, sociability, self-management, and integrity/honesty.

Social and emotional learning addresses these



needs. It is a process through which children and adults develop fundamental social and emotional skills to handle themselves, their relationships, and school and life tasks effectively and ethically. SEL emphasizes a positive and supportive school

environment with strong academic instruction and high expectations for students, and specific instruction in social-emotional skills, leading to positive, healthy outcomes and general well-being and success.



CASEL's Role

The CASEL approach starts and ends with research to provide the scientific foundation for SEL and evidence of its impacts. Known for its outstanding scholarship, CASEL publishes major reviews of what works in SEL. In addition, CASEL works closely with educational leaders in the field to bridge science and practice, putting research and theory to the test in real-world settings.

After these methods and innovations have been fully tested and validated, CASEL acts as a leading communicator and disseminator of

proven new approaches. Through books, articles, professional development workshops, trainings, and electronic media, CASEL reaches out to a nationwide audience of educational leaders and decision makers.

CASEL is unique in education today. It is the only organization devoted to educational improvement that effectively bridges theory, research, and practice; addresses the essential pairing of the cognitive and affective components of learning; and uses scientifically rigorous work to affect public policy.

CASEL's Core Values

1. We have a responsibility to help children become knowledgeable, responsible, healthy, caring, and contributing members of society.
2. Rigorous science provides an essential foundation for effective educational policies and practices. A core aspect of rigorous science is to ground research, development, and testing in real-life settings and conditions.
3. Effective, integrated SEL programming is the most promising educational reform to promote the academic success, engaged citizenship, healthy actions, and well-being of children.
4. Cross-disciplinary collaboration produces the richest insights, biggest impacts, and best outcomes in work on behalf of children.
5. We strive for excellence in all our work. We have high expectations for ourselves, and we encourage and expect the best from others.
6. CASEL leadership, staff, and collaborators must model social and emotional competence and ethical behavior.

The First Ten Years



Introduction

The following pages present a brief chronology of some of the most significant events in CASEL's ten-year history. The chronology begins with the earliest conceptualization of a new organization focused on social and emotional learning. It continues beyond CASEL's first decade into early 2005.

At the beginning, the term “social and emotional learning” was so new that few people recognized it or understood its importance to young people’s success in school and life and to school improvement. After ten years, an identifiable SEL field has evolved, and SEL is increasingly accepted as an important element of education in school districts nationwide. CASEL has made major contributions to the evolution of the field of SEL. They include:

- Defining the field through books, articles, research-based guidelines, and reviews of

nationally available SEL programs.

- Setting standards with respect to programming, practice, and student learning.
- Presenting and promoting the concept of SEL to a broad audience of educators, federal and state policy makers, youth advocates, and parent and community leaders.
- Bringing together collaborative groups of educational leaders and researchers to identify the needs of the field for effective implementation of SEL programming, both short-term and long-term.
- Bridging the gap between research and practice in order to promote sustainable, high-quality, integrated SEL programming in schools across the country.

All of these accomplishments are highlighted in the historical timeline on these pages.

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CASEL's Chronology of Significant Events

1993-2005

1993

- May-Sept.** Co-founders Eileen Growald and Daniel Goleman convene a series of meetings with researchers to discuss the implications of research on emotional intelligence for education.

1994

- Feb.** CASEL is established at the Yale Child Study Center.
- Dec.** First CASEL conference of SEL leaders is held at the Fetzer Institute in Kalamazoo, MI.

1995

CASEL runs organizing meetings in Tarrytown, NY, and Alexandria, VA.

1996

- May** "No New Wars!," a landmark article by Tim Shriver and Roger Weissberg, is published in *Education Week*.
- Oct.** CASEL is established at the University of Illinois at Chicago (UIC) with Roger Weissberg as the Executive Director.

I helped to found CASEL during the period when I was working on the book Emotional Intelligence. At that time, only a handful of programs in the SEL arena existed.



Now there are hundreds of SEL programs, thousands of educators who use them, and millions of students who have been involved with them. I'm pleased that CASEL has set standards and guided people to high-quality programs. It's a real accomplishment for CASEL to be catalyzing and publicizing the scientific basis of prevention programming. CASEL has a solid platform for the next decade and beyond. Because of CASEL's involvement, several states, including Illinois, Iowa, and New Jersey, are setting educational standards in the SEL field. This is the beginning of SEL programs becoming an essential part of education in the United States and worldwide. CASEL is well-positioned to lead the way and transform the very basis of education.

—Daniel Goleman, Author of Emotional Intelligence, CASEL Co-founder, Member of CASEL Leadership Team



The University of Illinois at Chicago (UIC).

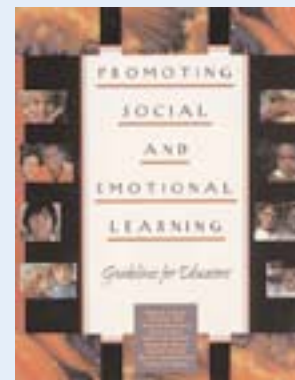
When I co-founded CASEL in 1994, our agreed-upon mission was “to make social and emotional learning an integral part of education.” But the job of education is so complex, it seemed that success could only be achieved through a popcorn approach—a program here or there, wherever there was a sympathetic ear. Yet the receptivity to social and emotional learning (SEL) has caught on much faster and farther than any of us ever imagined. CASEL not only has set standards for SEL programs in schools; it has validated such programs through its research. CASEL has collaborated closely with educators, researchers, school principals, administrators, and others to bring SEL to the forefront of education. Where these programs exist, the use of drugs, violence, and bullying are reduced, the safety of school communities is increased, and children are both more connected to their schools and more successful academically. My dream is that one day leaders of our country will say, “Without the social and emotional skills I learned as a child, I could never have been trusted with such a position of responsibility as an adult.” And then we will see one of those leaders elected President of the United States. CASEL will have helped create a more peaceful world.



—Eileen Rockefeller Growald, Venture Philanthropist, CASEL Co-Founder, Member of CASEL Leadership Team

1997

- May** Special Issue of ASCD’s *Educational Leadership* is published on the theme “Social and Emotional Learning” (vol. 54: 8).
- Sept.** *Promoting Social and Emotional Learning: Guidelines for Educators* is published and distributed to 100,000 educators as a benefit of ASCD membership.



Promoting Social and Emotional Learning: Guidelines for Educators, published in 1997.

1998

- Oct.** U.S. Department of Education funds CASEL’s SEL Program Review project.

1999

- Nov.** “Friends of CASEL,” or FCASEL, is established, creating a new “electronic community” focused on SEL.

2000

- May** CASEL co-sponsors two special issues of the *Journal of Educational and Psychological Consultation* on prevention program implementation (vol. 11, #1) and prevention program assessment (vol. 11, #2).

2000 (cont.)

- Sept.-** CASEL develops and pilot tests “SEL
Oct. 101,” an SEL curriculum for pre-service teachers.

2001

- May** CASEL organizes a national meeting of school district superintendents focusing on how to advance SEL among educational leaders.
- June** The Ford Foundation funds CASEL’s Educational Leaders and SEL Initiative.
- July** CASEL opens its New York City satellite office.
- Aug.** CASEL changes its name from the Collaborative to *Advance* Social and Emotional Learning to the Collaborative for *Academic, Social, and Emotional Learning*. The name change is based on the recognition that (1) academic learning is central to the mission of schools and (2) academic learning and SEL are intimately and causally related.

Ten years ago, CASEL’s founders, together with distinguished and influential leaders from many different disciplines, launched their new organization. They worked together to establish a core mission central to all, but not at the beginning clearly defined. It was a mission to make profound changes in systems that historically have resisted change. With hard work, generosity of spirit, and a rare synergy, the group created a truly collaborative organization and defined a movement. Independent thinkers all, CASEL’s leaders never lost sight of the central goal of promoting social and emotional learning. They didn’t back away from uncharted waters or pathless terrains. Held in check only by their scientific orientation, they found and defined common ground, and they have stayed the course.

—Beverly Long, Past President, World Federation of Mental Health, Member of CASEL Leadership Team

- Oct.** The W.T. Grant Foundation funds CASEL and collaborator Joseph Durlak to conduct a meta-analysis project titled “Youth Development Programs: Research Synthesis and Dissemination of Key Findings.”

Coming through the door at *Anywhere School*, a visitor is struck by the legacy of more than two decades of school-based “prevention wars.” In the main office, a bulletin board announces the start of a new AIDS program, led by a teacher who taught classes in health and nutrition when those issues were highly visible. This year’s “life issues” classes are required because they cover a new state-mandated unit on the prevention of sexually transmitted diseases. Up in the science wing, biology teachers are introducing the substance-abuse program, which once was a full-semester class but is now a one-month unit on what drugs and tobacco do to the body. There’s only one dropout-prevention worker, where a couple of years ago there were four. He is planning meetings with the 100 or so students who have been absent more than 20 days and is frustrated because they don’t show up. Meanwhile, social-studies teachers have begun teaching about violence in America, and the superintendent has scheduled a special meeting of the board of education to develop a plan to begin a character education program.

Need we wonder why new “prevention” initiatives are met with ambivalence in most schools, or why it may be time for policy makers to try a new approach to such programming? School personnel see the importance of programs to enhance students’ social, emotional, and physical well-being, but they also regard prevention campaigns with skepticism and frustration, since most have been introduced as a succession of disjointed fads. Fragmentation breeds breakdown, and the school emerges as a hodgepodge of social initiatives with little direction or effectiveness.

It is time for a different strategy, one that capitalizes on what schools are already in the business of doing: promoting the personal and social development of children.

—From “No New Wars!” by Timothy P. Shriver and Roger P. Weissberg, *Education Week*, May 1996.

2002

- July** CASEL receives a five-year grant from the Illinois Governor’s Office to create demonstration sites of effective SEL practice in Illinois (“Collaborating Sites Project”).
- Aug.** CASEL creates an Illinois Advisory Council.
- Oct.** CASEL receives a three-year contract from the Office of Safe and Drug-Free Schools (OSDFS) in the U.S. Department of Education to create a National Technical Assistance Center for Prevention Coordinators, in collaboration with the American Institutes for Research (AIR), the Education Development Center (EDC), and the National Association of School Psychologists (NASP).

2003

- March** CASEL publishes *Safe and Sound: An Educational Leader’s Guide to Evidence-Based Social and Emotional Learning (SEL) Programs*.
- June** *American Psychologist* publishes a special issue titled “Prevention That Works for Children and Youth,” edited by Roger P. Weissberg and featuring a

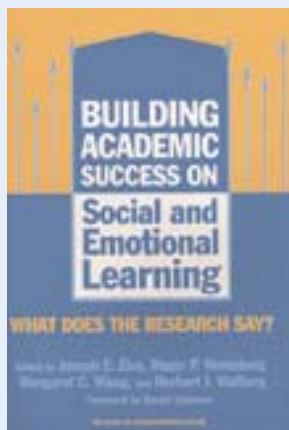


Safe and Sound, An Educational Leader’s Guide to Evidence-Based Social and Emotional Learning (SEL) Programs, published in 2003.

2003 (cont.)

research summary of SEL outcomes by CASEL leaders.

- July** First issue of *CASEL Connections*, CASEL's monthly e-newsletter, is distributed.
- Aug.** CASEL helps secure passage of the Illinois Children's Mental Health Act of 2003, requiring school districts to develop SEL policies and plans and the state to develop SEL Learning Standards.
- Sept.** *Education Week* runs a feature article highlighting CASEL and the value of SEL.
- Dec.** CASEL launches its newly designed web site (www.CASEL.org).



Building Academic Success on Social and Emotional Learning: What Does the Research Say?, published in 2004.

2004

- Jan.** CASEL completes a retrospective study of implementation and sustainability of SEL programming (Elias and Kamarinos Galiotos).
- April** *Building Academic Success on Social and Emotional Learning: What Does the Research Say?* (Zins et al., Teachers College Press) is published.

When my daughter was in first grade, I joined the parent/teacher Child Development Project Coordinating Committee at Cossitt School. It was there that I first learned about social and emotional learning and began to fully appreciate its value to the school community (and my children), as well as the impressive leadership of Mary Tavegia, the principal. As I learned about Cossitt's Child Development Project, I was struck by the similarities between the successful team processes I have observed in my work and those used in the school to create a respectful community among teachers and students. I now value the social and emotional learning as much as the academic, and can't imagine having my children attend a school that does not emphasize both.

—Margie Seyler, Parent, La Grange, IL

- April** CASEL collaborates with the Learning First Alliance and the American Institutes for Research to convene multi-disciplinary experts at the Fetzer Institute to address the theme of "Assessing Safe, Supportive, and Successful Schools for All Students."
- July** Mary Utne O'Brien is named Executive Director, and Roger Weissberg becomes President.

Roy Araujo became principal of Hill Central, a K-8 school in one of the poorest neighborhoods of New Haven, Connecticut, in the summer of 2004. He took over at a time when the school had been experiencing serious problems. Student discipline and staff morale were at worrisome lows. In addition to being a highly competent educational leader, Araujo had also been a trainer in the Social Development Department for many years. Under his leadership, Hill Central's climate changed dramatically soon after his first year as principal began. The school became a welcoming, friendly place, and referrals to the principal's office dropped from hundreds during a typical school year to hardly any at all.

Referring to a method developed in New Haven to teach SEL skills, Araujo says, "I use the social problem-solving stoplight a lot. When children come to my office, I go through the steps. I explain that it's not about punishment. It's about correcting misbehavior and taking responsibility. I emphasize that we are a family at this school, just as they have a family at home. I tell the students they have the power to make it a good day or a bad day. They have choices."

—From a CASEL case study of programs supported by the New Haven, Connecticut Public Schools Social Development Department, a district-wide SEL initiative begun in 1989

2004 (cont.)

- Nov.** CASEL hosts the first in a series of dinner study groups for principals of schools that are part of CASEL's Collaborating Sites Project in Illinois.
- Dec.** Preliminary version of the CASEL *SEL Implementation Guide* is completed.
- Dec.** CASEL produces its first instructional DVD for educational leaders; the topic is implementation and sustainability of SEL.
- Dec.** The Illinois State Board of Education approves statewide Learning Standards for SEL. CASEL plays a major role in drafting the standards.

2005

- Jan.** CASEL develops and conducts a leadership institute for experienced Safe and Drug-Free Schools Coordinators. The focus is on creating a culture to support prevention and academic excellence.
- March** CASEL produces a web broadcast on "SEL and Sustainability" to Safe Schools/Healthy Students grantees.

This book offers valuable research showing social and emotional learning as more than "touchy-feely"—it is at the heart of academic achievement. This is a must-read for anyone who cares about the whole child.

—Paul Houston, Executive Director, American Association of School Administrators, commenting on Building Academic Success on Social and Emotional Learning: What Does the Research Say?

Products and Publications

CASEL has been a prolific contributor to the literature on SEL throughout its first decade. Members of the CASEL staff, the Leadership Team, and collaborators have all contributed to a growing body of work that has helped to define the SEL field and establish clear SEL standards based on rigorous scientific research. The following pages contain just a few of the highlights.

Books

Promoting Social and Emotional Learning: Guidelines for Educators. Alexandria, VA: Association for Supervision and Curriculum Development (ASCD), 1997.

This first major CASEL document, distributed to 100,000 members of ASCD, provides a conceptual and defining framework for the field of SEL. The book offers guiding principles and proven practices for fostering knowledgeable, responsible, and caring students. It draws throughout from scientific studies, best theories and practices, and site visits to schools and districts implementing SEL. Each guideline is illustrated by real-life examples from successful efforts of educators in K-12 classrooms, schools, and districts across the nation.

Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs. Chicago: CASEL, 2003.

Based on CASEL's in-depth review of nationally available SEL programs conducted with the support of the U.S. Department of Education, *Safe and Sound* is the most comprehensive and inclusive guide to SEL programming available. It provides a road map for schools and districts that are launching or adding social, emotional, and academic learning programs. The guide reviews 80 multi-year, sequenced SEL programs designed for use in general education classrooms. It also offers guidance to educational leaders on how to integrate isolated or fragmented efforts with other school activities and academic instruction by providing a framework for "putting the pieces together."

Building Academic Success on Social and Emotional Learning: What Does the Research Say? New York: Teachers College Press, 2004.

Written by a group of nationally recognized and respected interdisciplinary leaders, this book examines the relationships between social-emotional education and school success. The book offers scientific evidence and practical examples of how SEL programs can enhance student accomplishments and achievement in school and in life.

Articles

In the past decade CASEL staff and leaders have published more than 100 articles in both professional and general-interest periodicals on a vari-

ety of topics related to social and emotional learning. A complete listing can be found on CASEL's web site: www.CASEL.org.

Educational Leadership, Special Issue on Social and Emotional Learning (vol. 54:8), May 1997.

Past and present CASEL Leadership Team members contributed several articles to this issue. These articles discuss establishing social and emotional learning programs in the educational setting ("How to Launch a Social and Emotional Learning Program"), the qualities of SEL programs that foster empathy and self-discipline ("The Moral Dimensions of School"), and how the educators and parents in one urban district built an effective system-wide program to teach social skills ("Creating a District-wide Social Development Project").

"Academic and Social-Emotional Learning." Elias, M.J. (2003) International Academy of Education, International Bureau of Education, United Nations Educational, Scientific, and Cultural Organization (UNESCO).

Part of the Educational Practices Series edited by CASEL Leadership Team member Herbert J. Walberg. The series is distributed to the ministries of education of U.N. member countries and addresses topics for which there is a strong scientific base. Written by Maurice J. Elias, vice-chair of CASEL's Leadership Team, the booklet presents ten research-based guidelines schools can follow



to promote SEL and academic learning. A basic premise is that throughout the world there is a growing consensus about what children and youth should learn and be able to do. Social-emotional competency is, and will continue to be, a high priority.

"Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning." Greenberg, M. T., Weissberg, R.P., O'Brien, M.U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). American Psychologist, 58:6/7, 466-474.

Summarizes the growing empirical base demonstrating that well-designed, well-implemented school-based prevention and youth development programming can help schools achieve their comprehensive mission by positively influencing a diverse array of social, health, and

academic outcomes. The article also documents how the impact of these programs is limited by insufficient coordination with other components of school operations and inattention to implementation and evaluation factors necessary for strong program impact and sustainability. The article identifies programmatic features and supports, and educational policies that would enhance the widespread implementation of beneficial prevention programming.

“Implementation, sustainability, and scaling up of social-emotional and academic innovations in public schools” (2003). Elias, M. J., Zins, J. E., Graczyk, P. A., & Weissberg, R. P. *School Psychology Review* 32:3, 303-319.

Discusses why some schools fail to expand and sustain their SEL efforts, along with steps schools can take to help avoid these common pitfalls.

Electronic Communications

Increasingly, CASEL has incorporated electronic and multimedia products into our communications and outreach efforts. Our web site contains or links to all the major research and policy findings CASEL has published since its inception. It also provides links to key works of our numerous collaborators. In addition, we are continually exploring new ways to use distance learning and real-time, online communication as tools for expanding CASEL's network and learning community. Key projects and products include:

- The CASEL web site (www.CASEL.org) is a

rich resource for all aspects of SEL programming, from its theoretical and research base to practical aspects of implementation such as assessment, parent involvement, and sustainability. The *Safe and Sound* and SEL Programs pages are the most consistently visited. More than 150,000 copies of *Safe and Sound* have been downloaded. All newly added sections and articles or links featured on the home page generate high levels of interest, as do items in the *CASEL Connections* e-newsletter.

- Our electronic newsletter, *CASEL Connections*, is published monthly and distributed to nearly 8,000 subscribers. The audience consists primarily of educators, school administrators, prevention specialists, researchers, philanthropic organizations, and governmental agencies that focus on youth development.
- Online and web-based learning opportunities include our first CD-ROM, produced in December 2004 for the U.S. Department of Education Safe and Drug-Free Schools Coordinators. The CD consists of major presentations and documents from a spring 2004 leadership training institute that CASEL organized for 50 selected Coordinators. Now, through the CASEL CD-ROM, this information is available to educators nationwide.
- A live web cast in March 2005 on SEL and Sustainability for Safe Schools/Healthy Students grantees. This event was one of a series organized in conjunction with federal agencies that provide leadership to the field of substance abuse prevention.



www.CASEL.org



Collaborations and Partnerships

Since our beginning collaboration has been central to CASEL's work. Key collaborating organizations during the past decade have included:

- Academic Development Institute
- American Institutes for Research
- Chicago Public Schools
- Education Commission of the States
- Education Development Center
- Fetzer Institute
- Hunter College of the City University of New York
- Illinois Children's Mental Health Partnership
- Illinois State Board of Education
- Mid-Atlantic Regional Educational Laboratory for Student Success at Temple University
- National Association of School Psychologists
- Office of Safe and Drug-Free Schools, U.S. Department of Education
- Surdna Foundation
- University of Illinois at Chicago
- Voices for Illinois Children



Current Activities and Priorities

“Legislators have an obligation to help our children acquire the skills they need to become productive and contributing members of our society. As part of this responsibility, we must encourage our schools to ensure that children are well trained in academic subjects and also given the social-emotional skills that build character and lay the foundation of good citizenship. Scholastic achievement must go hand-in-hand with the acquisition of traits such as honesty, cooperation, fairness, respect for others, kindness, trustworthiness, the ability to resolve conflict, and the insight to understand why such character traits are important.”

— National Conference of State Legislatures Resolution, August 8, 2002

CASEL’s work in Illinois

For SEL to become an essential part of education, many different systems that affect schools must be involved. Among the most important are state-level policies and requirements. Thus, CASEL has worked closely with educational leaders and policy makers in those states that have been most actively engaged with SEL. Among them are Iowa, New Jersey, Ohio, and Wisconsin. All are moving in the direction of adopting statewide standards, curricula, and requirements for SEL.

Illinois Social and Emotional Learning Standards

CASEL’s home state of Illinois has made some of the strongest advances in SEL. The Illinois legislature and Governor have taken the lead in defining SEL, determining what works to support SEL in schools, and setting standards for SEL. In response to the broad-based advocacy of the

Illinois Children’s Mental Health Task Force, in which CASEL was a partner, the Illinois legislature passed the Children’s Mental Health Act of 2003. One provision of this legislation called upon the Illinois State Board of Education (ISBE) to “develop and implement a plan to incorporate social and emotional development standards as part of the Illinois Learning Standards.” A major step forward occurred in December 2004, when ISBE formally adopted the standards and posted them on its web site: www.isbe.net/ils/social_emotional/standards.htm. CASEL worked closely with ISBE throughout the standards development process. The resulting standards are based on CASEL’s definition of SEL skills. They specify the knowledge and skills students must acquire to achieve three new learning goals:

- Develop self-awareness and self-management skills to achieve school and life success.
- Use social-awareness and interpersonal skills

to establish and maintain positive relationships.

- Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Adoption of these goals and standards signals Illinois' commitment to SEL as a key ingredient of children's success in school and life. The standards represent a landmark for policy making by defining specifically what children should know and be able to do in the social and emotional realm. The SEL standards call for students to:

- Identify and manage their emotions and behavior.
- Recognize their personal qualities and use family, school, and community supports to build upon them.
- Demonstrate skills related to achieving important personal and academic goals.
- Recognize the feelings and perspectives of others.
- Recognize individual and group similarities and differences.
- Use communication and social skills to interact effectively with others.
- Demonstrate the ability to prevent, manage, and resolve conflicts constructively.
- Take ethics, safety, and social norms into account in their decision making and behavior.
- Apply decision-making skills to deal responsibly with daily academic and social situations.
- Contribute through service to the well-being of their school and community.

Implementation of these standards will call for bold leadership. We are guided by an accomplished Advisory Council co-chaired by Ruth Cross, Assistant Superintendent of Schools in Naperville, and civic leader Ann Nerad. CASEL is involved in the effort to support educational leaders in Illinois by providing professional development opportunities for principals and technical assistance to individual schools and districts. Along with the Illinois Children's Mental Health Partnership, CASEL is working to build widespread public awareness of the content and rationale for the standards. Also, CASEL is publishing and distributing a new version of *Safe and Sound* with additions and supplements designed specifically to make the guide optimally relevant to Illinois educators.

The Illinois Collaborating Sites Project

With funding from the Office of the Illinois Governor as part of the state's Safe and Drug-Free Schools grant from the U.S. Department of Education, the Illinois Collaborating Sites Project combines intensive field work with action research in nine schools across the state. CASEL will work with the collaborating school sites over a five-year period to establish school-wide, evidence-based SEL programming and document its impacts on students' healthy development and achievement. Among the nine schools are an inner-city African-American school, an inner-city Hispanic school, suburban schools with varying degrees of racial and economic diversity, and two rural schools.



The project's partner schools are committed to developing school-wide SEL. In turn, CASEL will provide support through direct consultation, professional development activities, and data collection and analysis. Out of this project CASEL is also developing tools and resources that will support the work of other schools in Illinois and beyond. This will allow all students to benefit from the latest SEL knowledge on how to build student engagement and eliminate barriers to learning.

SEL Implementation and Sustainability Guide

Increasingly in recent years, CASEL has emphasized practical applications of SEL research, primarily through the development of tools aimed at helping educational leaders implement and sustain school-wide, integrated SEL programming. In December 2004 CASEL completed a summary booklet version of its *SEL Implementation Guide* as part of a project funded by the Mid-Atlantic Regional Educational Laboratory for Student Success (LSS). The *SEL Implementation Guide* introduces concepts and tools that will help educators assess the state of their school's SEL practices and map out the work ahead. It is the first step in a journey for schools that can lead to meaningful and lasting student development and school improvement.

The guide is a logical follow-up to CASEL's publication of *Safe and Sound: An Educational Leader's Guide to Evidence-Based Social and Emotional Learning (SEL) Programs*, also a joint effort with LSS. Soon after that document was

published, we began to hear from educational leaders that, as useful as it was in conveying SEL principles and helping with program selection, they wanted more. Mainly, they wanted to know what to do next: how to implement and sustain SEL programs in a high-quality way in their real-world settings. The draft guide, a major effort of CASEL staff in 2004, was developed through an extensive process of research reviews; interviews with researchers, developers, and practitioners; first-hand observations of effective SEL programming in schools nationwide; and close collaboration with educational leaders.

At the heart of the guide is a rubric designed to help users systematically assess their school's readiness for SEL implementation. The rubric leads them through a series of steps that both research and experience have associated with effective, sustainable SEL programming. CASEL will provide multi-day administrator and school team trainings based on the *Implementation Guide*. The complete version will include specific tools for each of the steps in the process.

Conferences and Workshops

Workshops for U.S. Department of Education Office of Safe and Drug-Free Schools (OSDFS) National Coordinators.

Recently CASEL organized two major workshops for the OSDFS National Coordinators. In March 2004, CASEL led a workshop on the theme of leadership development for OSDFS Coordinators in Memphis, TN. CASEL Leadership Team members Mark Greenberg, Janice Jackson, Linda

Lantieri, and Janet Patti were featured presenters. A CASEL-produced DVD featuring highlights of this event is now available through the Coordinators' National Center web site (www.k12coordinator.org). In January 2005, CASEL organized a second leadership institute for experienced Coordinators and their project directors.

Illinois Administrator Academies. CASEL has been approved by the Illinois State Board of Education to provide training through Regional Office of Education Administrator Academies. The initial offering, on SEL and the new state SEL policies and standards, was conducted in partnership with the DuPage Regional Office of Education. The workshop prepared administrators to return to their districts with the ability and tools to assess the current state of SEL practice in their schools, and to work with other school leaders to identify an SEL policy and goals to incorporate into their educational programs. Subsequent academies are being held in 2005 throughout Illinois.

Meta-Analysis of the Effects of Youth Development Programs

With funding from the W.T. Grant Foundation, CASEL President Roger Weissberg and Joseph Durlak, professor of clinical psychology at Loyola University Chicago, have conducted a meta-analysis of more than 600 positive youth development, SEL, character education, and prevention interventions. In 2004, they made major presentations of their preliminary findings at the annual meeting of the Society for Prevention Research in Quebec City, Canada, and at the W.T. Grant Foundation. Among



the initial findings is a strong positive effect of SEL programming on student academic performance. The final published report of the study will be the most comprehensive of its kind to date.

Communications

In addition to continuing its regular publication of the well-received *CASEL Connections* e-newsletter, CASEL has made numerous improvements to the content of the web site (www.CASEL.org).

These have included:

- An expanded “SEL at Home” section for parents and teachers.
- A new “SEL Assessment Measures” section, which has been one of the most frequently visited features.
- New listings in “Recommended Readings and Resources,” making it the most comprehensive resource of its kind in the field.



Toward the Future

We address school and system change in a manner that educator Michael Fullan describes as “tri-level reform”—working simultaneously at the school, district, and state levels.

Plans and Programs

CASEL has built a solid foundation for the next ten years and beyond. It is characterized by a commitment to high-quality work based on scientifically valid information about SEL and new ways to make SEL research findings useful to practitioners through a variety of communications media and professional development experiences. We address school and system change in a manner that educator Michael Fullan describes as “tri-level reform”—working simultaneously at the school, district, and state levels.

The most recent CASEL “think tank,” held at the Fetzer Institute in July 2004, identified a clear agenda for future efforts. The ultimate goal will be to create professional development experiences for educational leaders that (a) provide them with the knowledge and understanding about why and how to implement evidence-based school-wide and district-wide SEL, and (b) enhance their own social

and emotional competencies for effective leadership focused on SEL programming for school improvement.

CASEL in the Next Decade

CASEL has five priorities for the next decade:

- Conduct cutting-edge research to advance the field of SEL.
- Work to enhance educational leaders’ knowledge of SEL and their own social and emotional capacities by designing professional development experiences and demonstrating their impact on leaders, their schools’ practices, and student outcomes.
- Create assessment tools to guide SEL practice, measure the impacts of these practices, inform improvements in SEL instruction, and ensure accountability.
- Package products and tools and broadly communicate about the benefits, best practices, and

accomplishments of SEL.

- Provide support to national and state policy efforts related to SEL.

Specific next steps include:

- Engage school principals in intensive and ongoing leadership development.
- Work with leading educational groups in Illinois (superintendents, principals, curriculum specialists, teachers, school social workers, counselors, and psychologists) to develop core messages about SEL and the new Illinois Learning Standards in SEL for use by speakers from these groups.
- Launch a major experimental study, examining the effectiveness and impacts of professional development strategies, including educational leadership, with the goal of effecting school-wide SEL change and maximizing children's social, emotional, and academic development.
- Leverage and support the new Illinois Learning Standards in SEL by developing, producing, and distributing whole-school implementation kits to all schools in Illinois and beyond. The kits will present information, address key questions, and suggest courses of action specifically tailored to different stakeholders: school leaders, teachers, student support personnel, students, families, and communities.

- Develop a compendium of core measures (and recommendations to guide their administration and reporting) that will enable schools to identify student SEL needs and assess SEL outcomes.
- Assess impacts of new Illinois policies on school practices and children's social and emotional development, including publication of SEL School and Student Report Cards.

CASEL is already engaged in discussions with colleges of education at the University of Illinois at Chicago (UIC) and Hunter College of the City University of New York about collaborative projects. Other potential partners include major educational leadership organizations that represent principals, administrators, and teachers.

In all of its activities, CASEL will emphasize the need for responsiveness to the reality of schools today, a reality that stresses evidence-based programming and meaningful results. By continuing to work closely with Illinois educators and policy makers, CASEL will develop knowledge and experience on which to base assistance to the many other states that are interested in learning from Illinois. CASEL will continue to reach out to state and national leaders and policy makers and respond to requests from others interested in making high-quality SEL programming a reality for today's schools.

In all of its activities, CASEL will emphasize the need for responsiveness to the reality of schools today, a reality that stresses evidence-based programming and meaningful results.

Major Supporters of CASEL's Work

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Education Office of Safe
and Drug-Free Schools
University of Illinois at
Chicago
Individual donors

Financial Summary

Financial Summary (2004)

Grants & Other Support: Starting balances plus new income in 2004

Federal Government	\$642,214
National Foundations	419,486
Illinois State Government	534,987
University of Illinois at Chicago	111,232
Philanthropic organizations and individuals	534,905
CASEL Revenues	<u>26,000</u>
Total Revenues	\$2,268,824

Expenses

Salaries & Benefits	\$827,630
Consultants	216,521
Subcontracts	114,717
Other Direct Expenses (supplies, travel, etc.)	163,444
Indirect Expenses	85,905
Projected project expenses in 2005 from 2004 grants	<u>256,550</u>
Total Expenses	\$1,664,767

Revenue less Expenses (Gift reserve) **\$604,057**

CASEL Leadership Team

CASEL receives direction from a Leadership Team of nationally renowned researchers and practitioners. The Leadership Team reviews CASEL activities and sets direction for the President, the Executive Director, and CASEL staff.

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Vice-Chair, Rutgers University

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University of Cincinnati

CASEL Illinois Advisory Council

CASEL's work in Illinois receives guidance and support from the Illinois Advisory Council.

Ruth Cross, Co-Chair

Assistant Superintendent, District 203

Ann Nerad, Co-Chair

Community Volunteer

Lynn Adler, Illinois Education

Association-NEA

Carlos M. Azcoitia, John Spry

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The quilt image on the cover and inside pages of this report is by artist Wendy Butler Berns. She writes of this work: "On the playground the third-graders race across the field carrying a huge earth ball. The group of eight children must work together with their combined strength and teamwork to keep the earth ball from toppling to the ground. We can hope that as our children grow and pursue positions of leadership, they will remember these simple moments on the playground and carry this spirit of teamwork and cooperation into the future in order to strive toward peace and to help preserve the earth and all its inhabitants."