Emerging Insights

CASEL

From Insights to Action Redefining State Efforts to Support Social and Emotional Learning

By Nick Yoder, Linda Dusenbury, Tyrone Martinez-Black, and Roger P. Weissberg

MARCH 2020

Acknowledgments

Contents

Introduction

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. This report updates our original June 2018 Emerging Insights report and shares recent innovations and advancements in the ways states are advancing statewide SEL.

SEL has achieved increasing national attention and growth within the past year at the national and state policy levels. Congress approved and the president signed a bill with $123 million in landmark federal funding for SEL (Stringer, 2019). The U.S. Department of Education launched the Center to Improve SEL and School Safety. At the state level, an increasing number of states are passing legislation (e.g., Connecticut, Missouri, and Washington) and supporting districts and schools in implementing systemic, evidence-based SEL (National Conference of State Legislatures, 2019).

In this brief, we highlight the ways state education agencies (SEAs) have developed policies and practices to promote systemic SEL within states and across their districts and schools. Specifically, we first provide information about CASEL's Collaborating States Initiative (CSI) and the progress of state teams. Second, we provide descriptive and state examples for each activity within the four focus areas of CASEL's state theory of action: build foundational support and plan for SEL, strengthen adult SEL competencies and capacities; promote student SEL; and reflect on data for continuous improvement.

ABOUT THE COLLABORATING STATES INITIATIVE

The Collaborating States Initiative (CSI) is a community of practice comprised of state teams, national experts, and CASEL staff that helps states create conditions where districts and schools are encouraged and equipped to engage in activities to support evidence-based, equity-focused, systemic SEL. Prior to the CSI, CASEL staff worked individually with nine states, supporting their SEL policies in a variety of ways. For example, CASEL staff were part of Illinois' working group to develop the Illinois Learning Standards for SEL in 2003-2004.

CASEL learned the power of collaboration through supporting systemic implementation of SEL policies and practices (CASEL, 2019) in the Collaborating Districts Initiative (CDI), prompting CASEL to launch the CSI community of practice in 2016. Through the power of this community, the CSI has grown from eight states in 2016 to 38 states currently engaging in the CSI community of practice (based on participation in our annual national or regional meetings, see Figure 1), and continuing to grow.

As part of the CSI, states are invited to submit a two-year plan with goals, implementation activities, and strategies to collaborate with stakeholders to ensure that SEL represents the multiple and diverse communities states serve. As part of their plans, states are:

• developing standards/competencies on what students should know and be able to do that reflect student's lived experiences across multiple contexts;

• providing implementation guidance that incorporates evidence-based, systemic practices at the classroom-, school-, and district- levels;

• creating professional learning and technical assistance to build the SEL competencies and capacities of all adults that interact with students; and

• partnering with teachers, district and school administrators, community organizations, and families, among others to co-construct or offer input on policies and guidance.

Throughout states' journeys as they implement their plans, CASEL staff and national experts provide individualized support.
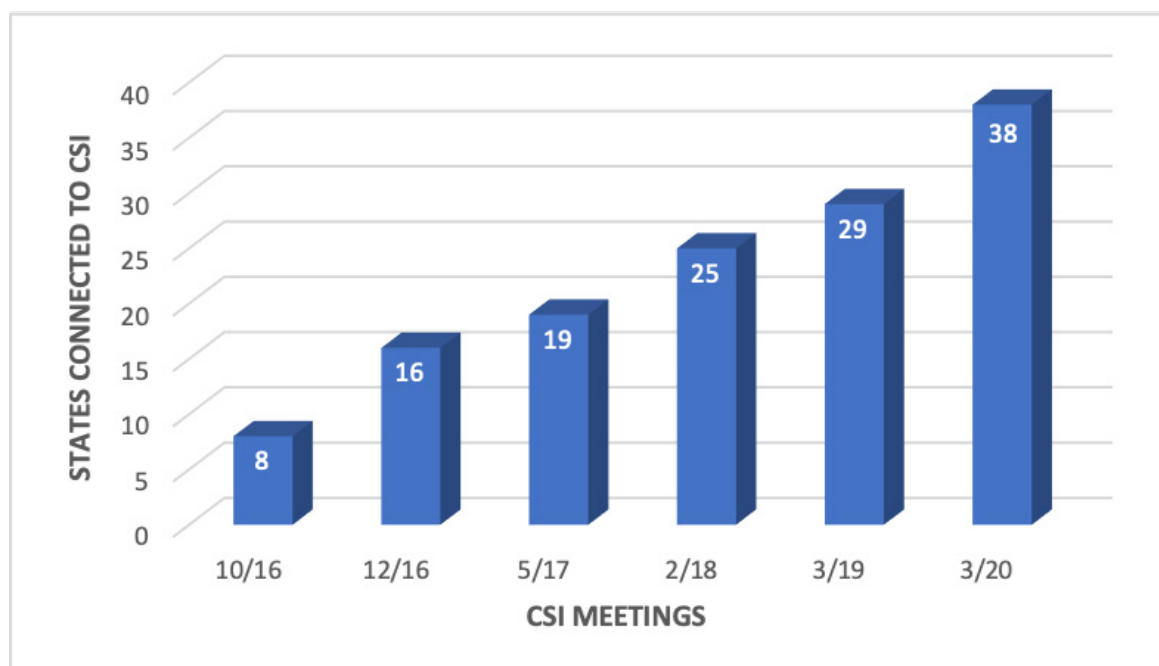
Figure 1
Rapid growth of CSI since the launch of the CSI in late 2016 reflected in state participation in national or regional meetings

STATES ACCELERATE THEIR SEL POLICIES AND PRACTICES

The demand for state SEL policy has come from both the grass roots and grass tops. For example, extensive research has demonstrated the growing demand and support for SEL from teachers, principals, parents, employers, and policymakers. Further, the passage of the federal Every Students Succeeds Act (ESSA) in 2015 has contributed to the growing momentum in states. Although SEL is not included in ESSA explicitly, ESSA allows states to define student success more broadly than academic achievement. In addition, ESSA allows states to use some funds for SEL-related efforts. For example, states can use Title I funds for evidence-based programming in SEL; Title II, Part A for professional development; Title IV, Part A for whole child efforts; and Title IV, Part B for afterschool programming (ASCD, n.d., and Grant, Hamilton, Wrabel, Gomez, Whitaker, Leschitz, Unlu … 2017).

Figure 2 CASEL's Framework for Systemic SEL

DEFINING SYSTEMIC SEL

As previously noted, SEL is a teaching and learning process that begins with the development of the five core social and emotional competencies (see Figure 2) and then infuses SEL into every part of students' daily life – across all their classrooms, during all times of the school day, and when they are in their homes and communities. States, school districts, and schools develop systemic approaches to SEL through a consistent, multilayered system to implement and sustain SEL across multiple contexts over time. Further, a systemic approach to SEL takes into account the multiple contexts youth and adults are in each day, all year long — as students, family members, and citizens in the community. In other words, systemic SEL intentionally engages all the communities to which the student belongs to cultivate caring, participatory, and equitable learning environments synergistically across these settings. Systemic SEL is grounded in evidence-based programs and practices that actively involve all students in their social, emotional, and academic growth in those multiple contexts (Mahoney & Weissberg, 2019; Oberle, Domitrovich, Meyers, & Weisberg, 2016). Systemic SEL can happen when all levels (state, district, school) work together to create the conditions that optimize the social, emotional, and academic development of all youth – preparing them to thrive in their relationships, in school, in the workplace, and in society.

States have leveraged the momentum of the field to come together to more efficiently and effectively tackle the policy and practice challenges and create the solutions needed in the field. This momentum is accelerated through participation in the CSI. The CSI gives state teams the opportunity to share experiences and examples that state teams can incorporate in their own work – creating connections and collaborations that otherwise would not have been there. Given the work, in partnership with CASEL and other experts, an increasing number of states are strengthening the conditions for SEL to thrive in schools and districts. A few recent indicators include the following (see Table 1):

- Twenty-nine states are officially connected to the CSI community of practice.

- Eighteen states have now adopted learning competences or standards for SEL, up from 14 in 2019 (see Figure 3 Dusenbury, Yoder, Dermody, & Weissberg, 2020).

- An additional eight states have now adopted early elementary SEL learning competencies or standards (that extend from pre-Kindergarten through early elementary).

- Thirty states now have webpages that share guidance and resources to support SEL implementation.

- Twenty-six states have developed state-specific implementation guidance or resources for SEL.

- Eighteen states, three territories, and the District of Columbia explicitly mention "social and emotional learning (SEL)" in their education strategic plans (Dermody, Dusenbury, & Weissberg, 2018).

- Ten state departments of education (SEAs) have created positions specifically designed to support SEL work across the state.

- Ten states teams have partnered or are planning to partner with districts and schools to support systemic-SEL in a variety of different capacities.
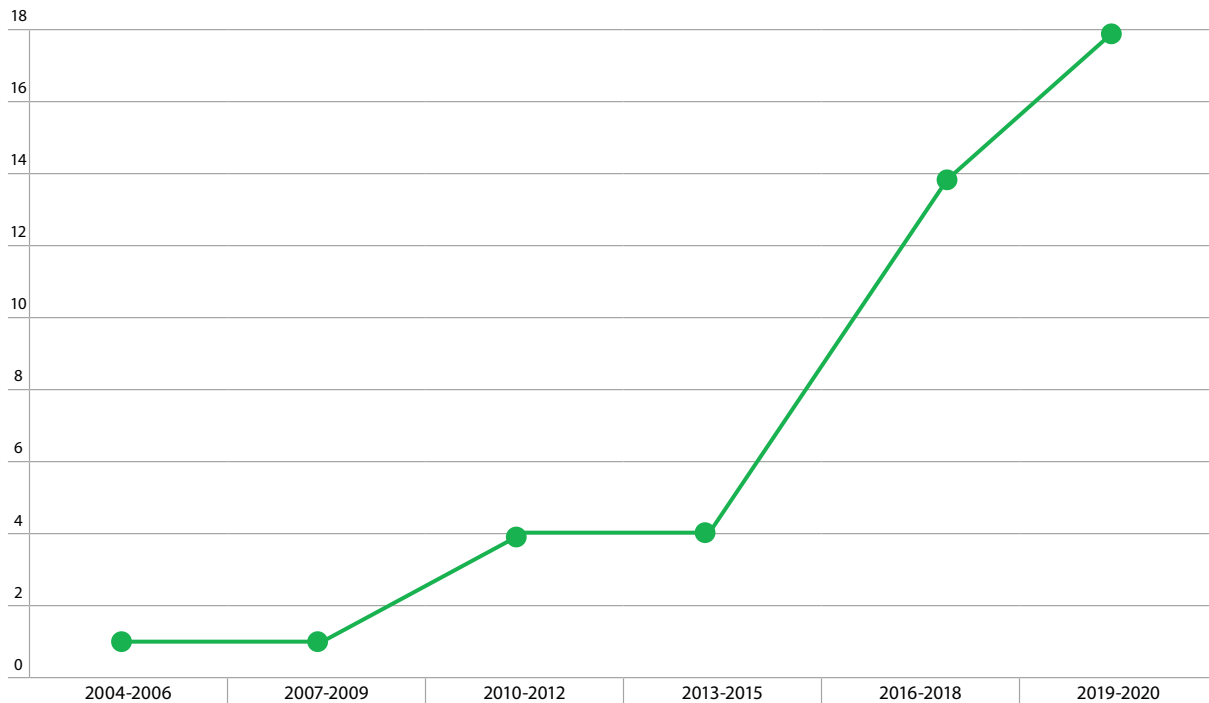
Number of States with SEL Competencies

Figure 3 Growing number of states adopting K (or PreK) through Grade 12 (or adulthood) SEL learning standards in recent years.

Table 1. State SEL Policy Indicators

CSI Partner[1]	State	Pre-Kindergarten SEL Competencies	Early Elementary (preK - Early Elementary)	Standalone K-12 Competency/Standard	SEL Webpage	State-specific implementation guidance/resources[2]	SEL in State Strategic Plans[3]	State SEL Position	State-District/School Partnerships
N	Alabama	Y							
N	Alaska	Y							
Y	Arizona	Y							
Y	Arkansas	Y		Y	Y		Y	Y	
Y	California	Y			Y	Y	Y		
Y	Colorado	Y			Y	Y			
Y	Connecticut	Y	PreK- Grade 3				Y		
Y	Delaware	Y					Y	Y	
N	Florida	Y	Birth-K		Y	Y			Y
N	Georgia	Y						Y	
N	Hawaii	Y	Birth-K				Y		
N	Idaho	Y	Birth- Grade 3						
Y	Illinois	Y		Y	Y	Y	Y		
Y	Indiana	Y		Y	Y	Y		Y	
Y	Iowa	Y			Y				
Y	Kansas	Y		Y	Y	Y	Y	Y	Y
N	Kentucky	Y			Y	Y			
N	Louisiana	Y			Y				
N	Maine	Y		Y	Y				
N	Maryland	Y	Birth- grade 2				Y		
Y	Massachusetts	Y	PreK and K		Y	Y	Y		
Y	Michigan	Y		Y	Y	Y			Y
Y	Minnesota	Y		Y	Y	Y	Y	Y	Y
Y	Mississippi	Y							
N	Missouri	Y			Y	Y			
Y	Montana	Y			Y	Y			
N	Nebraska	Y			Y				
Y	Nevada	Y		Y	Y	Y	Y	Y	Y
Y[4]	New Hampshire	Y			Y	Y	Y		
Y	New Jersey	Y		Y	Y	Y		Y	
N	New Mexico	Y							
Y	New York	Y		Y	Y	Y	Y		
Y	North Carolina	Y							
Y	North Dakota	Y		Y	Y	Y			Y
Y	Ohio	Y		Y	Y	Y	Y		
N	Oklahoma	Y							
Y	Oregon	Y	Age 3- K		Y	Y		Y	
Y	Pennsylvania	Y		Y	Y	Y			Y
Y	Rhode Island	Y		Y	Y	Y	Y		Y
N	South Carolina	Y					Y		
N	South Dakota	Y							
N	Tennessee	Y		Y	Y	Y			Y
N	Texas	Y							
Y	Utah	Y				Y	Y		
N	Vermont	Y	Birth- Grade 3						
Y	Virginia	Y							
Y	Washington	Y		Y	Y	Y		Y	
N	West Virginia	Y		Y	Y	Y			
Y	Wisconsin	Y		Y	Y	Y	Y		Y
N	Wyoming	Y							
29	Total	50	8	18	30	26	18	10	10

[1] A number of states are in the beginning stages of engaging with the CSI Community of Practice

[2] Typically states have more than one implementation guidance document. Thus, if "yes" is marked, visit their website to identify state-specific implementation guides.

[3] In our 2018 brief, we identified 15 states. During the review of this brief, we allowed affiliated states to review this document to identify if additional states included SEL in their strategic plans. An additional three states noted they have; however, CASEL has not conducted a thorough analysis since the 2018 brief.

[4] New Hampshire is a partner with the CSI and is not a full CSI member.

STATE PROGRESS REFLECTS A DEVELOPMENTAL PROGRESSION IN A CYCLE OF CONTINUOUS IMPROVEMENT

Based on our experience working with states, they have typically engaged in a developmental progression through a cycle of continuous improvement to advance SEL statewide. Specifically, states are likely to move through three general stages of progress in a cycle of continuous improvement. As they meet initial SEL goals or policy levers they cycle back through the progression to develop new policy goals designed to achieve an ever more comprehensive policy system to support implementation of statewide, systemic SEL (Yoder, Dusenbury, Martinez-Black, & Weissberg, 2020). As this cycle continues states become "advanced" in the initial area of engagement but may be back in the launch or intermediate phase for subsequent goals or next steps.

Launch Phase: Early in their work to advance SEL, many states focus on getting organized. State teams often create a working group and/or key stakeholder groups to advise the work. They may need to get leadership buy-in or understanding about how SEL fits within the broader priorities of the department. The state team and stakeholders often work together during this phase to develop a vision and a plan that establishes SEL as a state priority. They also develop and articulate specific goals for one or two years, recognizing the multiple steps needed to implement systemic SEL.

Related Reports

Other CASEL reports that provide detailed examples include:

- District Recommendations for How States Can Support SEL

- Emerging Insights from States Efforts to Strengthen SEL

- How Six States Are Collaborating with Local and Regional Educators to Implement Academic, Social, and Emotional Learning

Steps 1-5 in CASEL's CSI Recommended Process tool provide guidance to states during the launch phase (see Figure 3; Dusenbury & Yoder, 2017).

Intermediate Phase: At this stage, states typically have a functioning team that is working to complete identified goals, such as developing SEL standards/competencies or implementation guidance; integrating SEL with academics and other priorities; or supporting professional learning in SEL. Steps 6-14 in CASEL's CSI Recommended Process tool helps states in this phase (see Figure 4).

Figure 4.
Steps to Writing SEL Policies or Guidelines

1. Identify the need	**2.** Form a team of educators
3. Identify roles for working team members	**4.** Identify key stakeholders
5. Develop a shared vision and purpose for working group meetings	**6.** Draft district SEL policies or guidelines (including learning goals for student SEL)
7. Review, edit, and obtain internal group approval	**8.** Share the draft policies or guidelines with the broader community of stakeholders
9. Engage in the state review process	**10.** Develop and finalize dissemination, marketing, and adoption plans
11. Pilot new policies and guildelines	**12.** Revise the policies or guidelines
13. Finalize, adopt, and disseminate	**14.** Review documents on a regular basis

Advanced Phase: Once states have identified and established foundational policy levers for SEL, they often begin thinking more deeply about how to ensure that the work will carry forward; support statewide SEL implementation; and consider the next phase of policy development (e.g., connecting to legislatures, state boards, or governor's offices). State teams also begin exploring innovative ways to support schools and districts in implementing SEL effectively, using cycles of continuous improvement to refine their policies, guidelines, and tools.

Regardless of the phase, each state customizes its work to meet the needs of its students and adults. Each state's plan must reflect its unique priorities and context while promoting systemic and consistently high-quality SEL through evidence-based policies and practices. States have used multiple approaches to create conditions where schools and districts are encouraged to engage in the activities that support systemic SEL. These approaches are likely to be most effective when embedded, aligned, and integrated with other state priorities (e.g., academics; mental health; workforce development; school improvement; or diversity, equity, and inclusion). SEL can help connect the dots across these efforts rather than being seen as "one more initiative." Further, given the demand for SEL within the field among practitioners, states are providing more resources and supports (e.g., designated SEL positions at the state level to oversee the work and the integration) to districts and schools.

CASEL STATE THEORY OF ACTION

State education agencies (SEAs) are responsible for setting the conditions in which students can thrive, preparing them for success in the workplace, in their relationships, and to civically engage in their communities. Given the extensive research on the many benefits of social and emotional learning, and a deeper understanding of the science of learning and development, we know that SEL is a key ingredient for academic learning. SEAs create SEL policy and guidance to lay the foundation for how SEL

will be enacted in practice. They also create differentiated support structures for districts and schools. For example, large districts may have SEL-specific positions that allow them to perform many important functions themselves – from developing standards and guidance to integrating SEL and academics – smaller districts may be especially dependent on the resources and guidance SEAs provide.

To support states in customizing their work and their differentiated supports, while at the same time creating a comprehensive, systemic SEL approach, CASEL designed and refined a State Theory of Action. The Theory of Action is crafted to provide guidance for states as they develop and implement their plans in creating the conditions for schools and districts, recognizing that every activity may not be applicable to each state. To promote coherence from state agencies to school districts to schools, the State Theory of Action is aligned with the four focus areas of CASEL's District and School Theories of Action and corresponding rubrics. Although there are distinct state, district, and school activities within each focus area, the theories of action combine to create a comprehensive and aligned educational system that supports students' social, emotional, and academic development from the statehouse to the schoolhouse. The four focus areas and corresponding activities are found in Figure 5.

The remainder of this report discusses each focus area in more detail and includes examples of the key state activities, recognizing that SEL and equity work is never truly done and occurs within a process of continuous improvement. It is important to note that strong examples do not yet exist for every activity, nor has any single state yet "done it all. With continued support from CASEL, states are working to constantly improve and expand their work in creating equitable learning environments that support all students social and emotional development.

Figure 5 State Theory of Action focus areas and key activities

Focus Area 1 **Build Foundational Support and Plan for SEL**	• Create working groups that promote collaboration among school, district, and state personnel about SEL, academics, and equity. • Develop a shared statewide vision of SEL as a lever for life success, including academic success, meaningful relationships, workplace readiness, and civic engagement. • Assess SEL needs and resources. • Develop a shared, statewide plan for SEL that includes continuous improvement. • Communicate SEL as a state priority. • Align human and financial resources and policies to support SEL.
Focus Area 2 **Strengthen Adult SEL Competencies and Capacity**	• Develop staff expertise on SEL. • Create conditions and structures for professional learning systems to promote SEL from Prekindergarten through college and workforce for all adults who work with youth. • Create conditions to support SEL across the educator pipeline. • Strengthen adult social and emotional competence and leadership to advance SEL through collaborations with districts, communities, and families. • Promote systemic SEL in districts, schools, and communities. • Foster equity through SEL to promote success for all students in the workplace, in relationships, and in civic life.
Focus Area 3 **Promote SEL for Students**	• Develop and support implementation of Prekindergarten to Grade 12 (or adult) SEL competencies, standards, or learning goals. • Promote and support adoption of evidence-based programs and practices. • Promote SEL Integration with academics and other state- and school-based frameworks. • Develop and strengthen family and youth partnerships through policies, systems, and supports. • Develop and strengthen SEL-related community partnerships.
Focus Area 4 **Reflect On Data for Continuous Improvement**	• Develop policies, tools, and resources to support continuous improvement at the local level. • Report and reflect on data. • Action plan and share.

Build Foundational Support and Plan for SEL

State policies help create foundational conditions (including, but not limited to, communicating that SEL is a statewide priority, organizing an SEL framework and common language, and funding) to strengthen, scale, and sustain effective SEL programs and practices. To do this, state education agencies (SEAs) work with multiple partners, including legislators and their staff, governor's offices, state boards, other state departments (e.g., health and human services, juvenile justice, labor, and homeland security), as well as community partners (e.g., business partners, unions, youth-serving organizations, faith-based organizations, parent groups, and student groups). Their combined work creates policies and systems that articulate and support a vision of student success, which includes the essential knowledge, skills, and attitudes of successful students (including their social, emotional and academic development) in an equitable way.

Further, through collaborative work with multiple partners, schools and districts hear a consistent message about the importance and inclusion of SEL across an array of efforts, from teacher preparation and educator effectiveness to school safety and college and career readiness. States also clearly articulate the statewide conditions necessary for systemic SEL implementation and conduct a needs assessment of the policies, practices, and resource allocations that promote (or hinder) SEL implementation. Investing in this foundation increases educator awareness of and commitment to SEL. Focus Area 1 includes six key activities.

Foundational Resources

Recommendations of the National Commission on Social, Emotional, and Academic Development (NC-SEAD) suggest ways of distributing resources equitably and adequately, removing barriers, and providing incentives within federal programs to allow districts and localities to serve youth more holistically. The CASEL CSI Resources also provide online links to tools, resources, and examples in the four key areas of state work related to SEL, each divided into specific tasks. Included are many materials that other states can adapt for their own use.

ACTIVITY 1.A.

Create working groups that promote collaboration among school, district, and state personnel about SEL, academics, and equity.

Organizing the SEL work across departments and leadership is essential in developing an SEL plan. By streamlining SEL efforts across multiple funding streams and policies, all state leaders can communicate a coherent message that SEL is a statewide priority.

SEAs typically begin by organizing and coordinating working and/or advisory groups to lead and organize the SEL work. Working groups create a sustainable system for the internal and external stakeholders to collaborate. The SEL workgroup often consists of staff across multiple offices, external advisors, and critical stakeholder groups. Some states have one working group that cuts across stakeholders and agencies, whereas others create multiple working groups.

- **Arizona** and **Virginia** are starting their SEL work with a cross-departmental collective of academic, content, state, federal, and policy experts who have leadership roles across the department to ensure alignment and coherence throughout the development and implementation of SEL policies.

- **Nevada** also has a cross-sector team from across the department to create ongoing working groups that promote collaboration among state personnel that improves SEL implementation in districts and schools. This workgroup is one initiative that supports specific objectives in Nevada's Strategic Plan.

- **Minnesota** had an initial working group that helped organize its work and develop the SEL competencies. This group then expanded into multiple working groups as they prepared implementation guidelines. In a document on their website, Minnesota includes the internal and external stakeholders with whom they collaborated to develop the Minnesota SEL competencies and implementation guides.

- When initiating their SEL efforts, **Ohio** had both an advisory group and a working group. The advisory group helped oversee the direction and development of the SEL standards and was comprised of multiple stakeholder groups from across the state. The working group was comprised of administrators, teachers, counselors, and social workers who directly interacted with students; they focused on actually writing the state's SEL standards. Members of both groups can be found at the end of their SEL standards document.

- Some states have enacted laws that help determine who will be on their SEL working groups. For example, legislation recently passed by the **Connecticut** General Assembly (Public Act 19-166) creates a statewide SEL and school climate advisory collaborative (SEL Collaborative), which specifically designates members from the public, nonprofit, and private sectors, as well as experts and academics in the field, to help drive the state's SEL policy and implementation. Similarly, **Washington'**s Office of Superintendent of Public Instruction (OSPI) identifies the members of its SEL indicators workgroup; legislation identified most participants.

To effectively support systemic SEL at the school and district levels, ideally the SEA itself will model a systemic approach to SEL. Achieving this depends on effective staffing and collaboration between the SEL team and other SEA offices and state agencies (e.g., health and human services, juvenile justice), governors, legislators, and state boards (see Exhibit 1).

Exhibit 1. State Leaders' Roles to Support SEL

STATE LEADERS PLAY KEY ROLES IN SUPPORTING SEL POLICY

- **Education chiefs.** State education leaders set the vision and mission within an SEA and organize the SEA to support social, emotional, and academic learning. They communicate and work directly with other state agencies. An increasing number of state leaders believe that SEL is a priority for their state, evidenced by growing participation in our annual national CSI national meetings (see Figure 3).

- **Governors.** The Governor's Office encourages and advances the work. For example, **the New Hampshire School Safety Task Force,** created by Governor Chris Sununu, included an explicit focus on SEL. Its fourth recommendation under mental health is to "Improve school culture by expanding social and emotional learning programs in schools at all levels statewide." Similarly, governors can call for SEL to be a part of their overall vision for student success in their education platform or include SEL as part of their Children's Cabinets.

- **Legislators.** Legislators can promote social, emotional, and academic development of all youth through various legislative bills. As part of its Children's Mental Health Act of 2003 Act, **Illinois** developed state SEL standards. **Minnesota**'s Safe and Supportive Schools Act requires that each district and school implement evidence-based SEL. Washington legislation requires the state department to convene an SEL Advisory Committee to promote and expand SEL, as well as adopt the SEL standards and benchmarks. **Washington** must align the SEL standards to Health and Physical Education standards and other appropriate programs.

- **State boards.** State boards provide an overarching vision for public schools in their state, focused on big-picture decision-making and policymaking. The **Ohio** State Board of Education voted to adopt the SEL standards developed by the Ohio Department of Education. The Maryland legislature passed Maryland HB 920, which requires the "State Board of Education to require specified personnel to complete training…to understand and to respond to the social, emotional, and personal development of students."

- **Other agencies.** Other agencies support SEL as well. The **Wisconsin** Department of Workforce Development, in its Hot Jobs Projection project, noted which social and emotional skills employees will need for the 50 hottest jobs in the state. The **U.S. Department of Homeland Security** includes SEL as a key strategy to promote school security. Connecticut's Commission on Women, Children, Seniors, Equity and Opportunity administers the state's SEL Collaborative.

ACTIVITY 1.B.

Develop a shared, statewide vision of SEL
as a lever for life success, including academic success,
meaningful relationships, workplace readiness,
and civic engagement.

Through collaboration with stakeholders across the education system, the state develops an SEL vision statement. This is a definition of student success that incorporates SEL as integral to equitable academic, professional, community, and civic outcomes, envisioning SEL as a key pathway from education to the workforce and communal life. In a 2018 brief, we found that 15 states, three territories, and the District of Columbia explicitly mention SEL in their education strategic plans. In 2019, three additional states did the same.

- The **Rhode Island** Strategic Plan for Public Education: 2015-2020 includes "social and emotional learning and wellness" as one of three components of its vision for student success. The plan outlines key activities the SEA will engage in to support SEL for students, including developing standards, collaborating with school districts and partners to measure and improve school climate, and collaborating with health providers.

- SEL is also featured throughout the **Ohio** Department of Education's Each Child, Our Future, Ohio's Strategic Plan as one of the state's "four equal learning domains." The state describes SEL as an active method for improving school climate and teacher instruction. In addition, SEL supports the state's core principle of equity, so that "each child is mastering knowledge and skills essential for future success."

ACTIVITY 1.C.

Assess SEL needs and resources.

Before beginning any effort, it is critical to understand the current context and reality, including where SEL fits within other priorities. For example, state education chiefs told the National Commission for Social, Emotional, and Academic Development that SEL should be connected to existing state priorities – including workforce readiness, anti-bullying, school safety, mental health, and multitiered systems of support – to leverage momentum most effectively. Further, it is important to understand those policies that promote or hinder SEL implementation. Some states are conducting more thorough landscape and needs-sensing scans and/or leveraging their partners for support. SEAs then use these assessments to inform state priorities for systemic SEL and the development of their plan.

- **Ohio** surveyed educators across the state to determine its SEL needs in its ODE Statewide SEL Survey.

- **Washington** developed a landscape scan to better understand local SEL implementation across the state.

- **Delaware** partnered with multiple organizations to conduct a thorough review of current work and future opportunities.

Spotlight on Continuous Improvement

Planning is critical for the continuous improvement process. It will be important to continually revise plans based on the data that is coming in to determine where best to leverage resources, and to create policies that will have maximal effect on supporting students' social, emotional, and academic development.

ACTIVITY 1.D.
Develop a shared, statewide plan for SEL that includes continuous improvement.

Ideally SEL teams at the state department will develop a detailed plan that outlines how they will begin to embed SEL across state agencies, districts, and schools. This plan outlines the goals (ideally informed by the needs assessment) and a policy agenda that includes legislative policies, regulatory and nonregulatory guidance, as well as types of support offered to districts and schools. The agenda articulates the statewide conditions necessary for systemic SEL implementation within schools (see the CASEL Guide to Schoolwide SEL) and districts (see CASEL District Resource Center). Many states begin this process by completing a state application to join the CSI, in which state teams articulate their goals and implementation plans. Each state customizes and modifies their approach to systemic SEL to fit the needs of the educators and students in their state.

• The **California** team crafted an internal document that outlines recommendations for state policies and systems related to its SEL efforts.

• The **North Carolina** team convened a group of stakeholders to review the North Carolina implementation plan. The team and stakeholders used the CASEL State Theory of Action to develop and refine the SEL implementation plan for the state.

• **Washington** provided a report to the legislature that included an overview of its current work and policy recommendations for legislators.

• **Wisconsin** is partnering with the CASEL research team in a research-practice-partnership initiative to better understand how the technical assistance and supports from the Wisconsin Department of Instruction influences SEL implementation at the district and school levels.

ACTIVITY 1.E.
Communicate SEL as a state priority.

States are actively working to build policies and practices that support SEL. However, those policies and practices are effective only if they reach practitioners. Thus, states are building multiple communication channels to spread the word about their SEL efforts. Some states are employing social media and other devices to promote their efforts and connect to the broader audience. Other states generate other collateral, such as an SEL-specific newsletter (e.g., California has an SEL listserv), an ongoing webinar series (e.g., Wisconsin), or SEL-specific conferences (e.g., New Jersey and **Wisconsin**).

The most common communication channel is an SEL-specific website. Thirty states have developed a website to share a state vision and resources to support SEL. State websites differ in the types of tools and resources they offer. Wisconsin has a comprehensive suite of SEL-specific tools, resources, and supports structures. Maine organizes its SEL site to include the "what, why, and how" of SEL. Massachusetts links to various policies and tools that integrate SEL into multiple related efforts within the state, from early childhood to positive behavior supports.

In addition to communicating outward to the field, it is critical that states provide opportunities for two-way communication between the SEA and stakeholders, giving stakeholders chances to provide input and guidance to the SEA. Most states that have SEL standards or competencies provided an opportunity for stakeholder feedback. Ohio used its website for public comment on its drafted SEL standards. **Washington** documented its unique approach to engage stakeholder groups throughout the process that features facilitated discussions, focus groups, and other direct-source feedback loops.

ACTIVITY 1.F.

Align human and financial resources and policies to support SEL

Both human and financial resources and policies are integral to creating and implementing systemic SEL. Human resources practices and policies prioritize SEL through recruitment, hiring, support, compensation, promotion, and retention of employees focused on SEL-related work. SEAs secure and allocate federal and state funds for SEL-related work in conjunction with aligned school- and community-based resources.

Human Resources. States implement various human resource practices and policies to support SEL through the recruitment, hiring, support, compensation, promotion, and retention of employees who prioritize social and emotional skills and competencies.

- Some states ensure that SEL practices are integrated across the SEA as a mechanism for staff social and emotional development. **New York** displays posters throughout the department's offices to reflect one of the core competencies every two weeks.

- Other states work directly with their regional partners to create an integrated partnership between the SEA and regional education offices (e.g., **New Hampshire** and **North Dakota**).

- Some states place SEL within other offices or across a strategic effort within the state, in which there are dedicated staff to support and enhance the SEL work. SEL is part of **Iowa**'s Collaborating for Iowa's Kids efforts (its MTSS work) and **Minnesota**'s school climate and safety efforts.

- At least 10 additional states have created or are creating an SEA position to support SEL. Kansas has two specific positions related to SEL: an assistant director to social, emotional, and character development and a coordinator for social-emotional growth. **Delaware**'s SEL position is housed in the Office of Innovation and Improvement in response to the state's governor signing Executive Order 24, making Delaware a trauma-informed state and focusing on SEL as a universal coping tool and buffer to adversity. **Washington**'s funding comes from a legislated position; and **Indiana** has developed a full SEL team.

Financial Resources. Funding for SEL is a critical lever, and states are leveraging federal, state, and philanthropic money at an ever-increasing rate to implement their SEL efforts and encourage districts and schools to use these funds to support their own SEL

implementation. Specifically, states are beginning to give districts flexibility in using federal and state dollars to support SEL.

- *Legislative appropriations.* **Colorado** provides millions of dollars of state funding through health and wellness programs, which many districts are using for SEL. **Ohio**'s HB 318 and the state biennial budget approved $2 million in grants that schools can use to support SEL and PBIS to reduce exclusionary discipline, especially in preschool through grade 3. **Washington** provides funds to convene an SEL committee to promote and expand SEL.

> **Funding SEL**
> - Review CASEL's Financial Sustainability Tool to support financial planning for SEL.
> - ASCD's brief describes Funding for SEL through ESSA.

- *Blending and braiding resources across departments and agencies.* **Nevada** is using Medicaid dollars to support student social and emotional health in schools. **Minnesota** is using funds from its School Climate Transformation Grant and the state's Department of Health and Human Services to support SEL implementation. **Virginia** uses state and federal funds to support the implementation of a multitiered system of supports that addresses the academic, behavioral, and social and emotional wellness of students.

- *Leveraging ESSA funds to support district implementation.* **Delaware** and **Florida** (through Florida's SEL Collaborative) ensure that districts have access to the state's Title IV coordinator to identify ways in which districts can use Title IV funding to support SEL.

- *Using philanthropic funds to support training and implementation.* **Michigan** developed a series of online professional learning modules and received funds from a philanthropic partner to support pilot testing them.

- *Providing tools and resources around funding their SEL efforts.* **Indiana** provides resources and tools on its SEL state website under the heading "How to Fund Social, Emotional, and Behavioral Wellness." Resources include an SEL budget planning tool and "How Title Funds Can Support Social and Emotional Learning."

Strengthen Adult SEL Competencies and Capacity

Building systemic SEL throughout the state will require adults who have social, emotional, cognitive, and cultural competencies themselves (adult SEL competencies), and the skills to be able to translate knowledge of SEL to effective, evidence-based implementation equitably for all students (adult capacity). To create the conditions for students to engage in SEL, adults need to feel empowered, supported, and valued. SEAs can support these competencies by providing opportunities for adults to collaborate effectively with colleagues, youth, families, and communities they serve (building supporting and trusting relationships); developing and supporting adult professional learning; and creating environments that support student and adult social and emotional development. SEAs can develop a plan that increases adult capacity and expertise within the SEA itself and creates policies and practices that explicitly embed adult SEL into the educator development pipeline, from preservice preparation through on-the-job learning. Focus Area 2 includes six key activities.

ACTIVITY 2.A.

Develop staff expertise on SEL

States, districts, and schools conceptualize and define SEL in different ways. Some link SEL to mental health. Others focus their efforts for students who receive Tier II and III services, in addition to the Tier I supports that all students receive. Others position it as part of broader efforts to improve schools' cultures and climates. To clarify what SEL is and how it might fit into related priorities, states can create professional learning opportunities for the teams who are leading the SEL work, as well as for those who work within and with the SEA (e.g., legislators, governors' offices).

- All state teams who engage in the CASEL CSI regularly receive technical assistance and coaching from national experts on SEL, as well as attend national and regional convenings to continue their SEL-related professional growth.

- **Minnesota** has provided brown bag lunches to SEA employees to discuss SEL.

- **Connecticut** hosted a briefing on SEL for legislators and legislative staff, and a briefing for its new SEL Collaborative to help it determine how it can help promote SEL-related content and best practices, as well as resources to promote the work statewide.

- **New York** launched a poster campaign to support the social and emotional development of department staff and raise awareness about the importance of SEL across the department's work.

- **Oregon** department staff were trained in an evidence-based SEL program for youth and adults. Trained department staff are implementing strategies and trainings to focus on adult competency development.

ACTIVITY 2.B.

Create conditions and structures for professional learning systems to promote SEL from PreK through college and workforce for all adults who work with youth.

SEAs are in a position to provide leadership and resources for district- and school-level professional learning on evidence-based, equity-focused, systemic SEL. States have approached this in multiple ways, including by developing and linking districts with professional learning resources (including online modules); creating/disseminating professional development guidance; creating/disseminating tools and resources (e.g., coaching protocols); and implementing professional learning communities focused on specific SEL topics and issues. States are encouraging all staff who work with youth (e.g., cafeteria workers, bus drivers, school leaders, janitors, resource officers, and families) to attend professional learning through guidance or professional learning offerings.

Developing online professional learning and train-the-trainer-modules. States are beginning to develop online professional learning modules that provide direct training on SEL for individuals or groups. Many of these include interactive activities and discussion points for educators to engage in with others.

> Professional Learning Modules
> - CASEL and AIR worked together to create publicly available, professional learning content for SEL based on the Washington modules that many states are now drawing from to develop their own professional learning offerings, including the development of a guide to these online modules.

- **Washington** developed a series of six online modules (which anyone can access for free), including an introduction to SEL, embedding SEL schoolwide, creating a professional culture based on SEL, integrating SEL into culturally responsive classrooms, identifying and selecting evidence-based programs, and trauma-informed SEL.

- **Michigan** modified Washington's modules to develop online courses for its educators, added an additional course on SEL and trauma, and provides a link to request access to content.

- **North Carolin**a modified Washington's modules to develop an online course (Core SEL Practices) for district and school teams. The six online modules include: create readiness for core SEL; make school improvement connections; establish context; define SEL instruction, curriculum, and environment; create data evaluation plan; and integrate into core SEL support plan.

Other states have created online modules that also include a train-the-trainer component. Educators can use the modules on their own, while a PowerPoint deck and guide allow facilitators to deliver the training in person.

- **Tennessee** developed a series of modules focused on the 10 teaching practices that promote SEL.

- **New Jersey** is developing a series of modules on the five core social and emotional competencies, as well as an introduction to SEL.

- **Nevada** has partnered with its higher education institutions to develop and offer SEL classes for educators.

Creating professional learning guidance. Some states provide overarching guidance on developing professional learning.

- The Minnesota Guidance on Professional Learning provides districts with a flexible framework for including SEL in professional learning for all district and school affiliates.

Supporting district/school collaboratives. Communities of practice are an important way for adults to share best practices, and some states are beginning to organize to do this.

- **Massachusetts** developed an SEL/Mental Health Academy for districts to come together to learn with each other about how to implement systemic SEL and mental health within a multitiered systems of support (MTSS) framework and align the work with existing priorities, systems, and practices.

- Florida supports a district collaborative. It has created a platform for districts and schools to share best practices and lessons learned. Its landscape map describes district activities to support SEL.

Spotlight on Continuous Improvement
Whatever professional learning approaches and structures a state elects to leverage, it will be important, as part of continuous improvement for professional learning, for states to develop ways of monitoring professional learning to evaluate utility, relevance, and effectiveness of the system. CASEL's recommendation (inspired by the philosophy of the CSI team in Massachusetts) is to pay attention to and seize any opportunity to integrate SEL into high-leverage policies or guidance throughout the state, including for professional learning.

- **Kansas** has multiple district-focused efforts underway. A large cohort of districts (over 30) is implementing the Kansans Can Competencies. Another is implementing their Special Education-State Personnel Development grant that is grounded in SEL. A third is implementing their Mental Health Initiative appropriated by the state legislature. A fourth group is collaborating on a Redesign Project that includes "student success skills" related to SEL.

- **Rhode Island** and **Nevada** created a community of practice to share best practices on SEL, in which educators come together to learn from experts and discuss problems of practice (see the bottom of Rhode Island's SEL website to learn more).

- **North Dakota** created a three-tiered learning network to meet the needs of schools at all stages along the implementation continuum. Schools self-select into one of the three tiers: an intensive group of schools that receive targeted assistance; intermediate schools that are supported in creating an implementation plan; and universal schools that are invited to semi-annual SEL institutes. Representatives from all tiers will assist state leaders in creating home-grown resources.

- **Minnesota** currently supports two cohorts of eight districts devoted to a three-year process for school climate improvement with systemic SEL as a key lever. Another cohort will be added next year.

Providing SEL-specific trainings and conferences. States also are leveraging their networks to provide SEL-specific trainings. Some are creating SEL-specific conferences or adding SEL as a strand in other state-level conferences.

- **California** is creating a Request for Application, which will grant $11 million to one or more institutions of higher education or nonprofit organizations to support professional learning opportunities for teachers and paraprofessionals across the state. The professional learning will focus on practices and strategies to create a positive school climate, including social and emotional learning and restorative justice. Section 84 of the Education Omnibus Trailer Bill {Senate Bill 75} for the 2019–20 California State Budget established the Educator Workforce Investment Grant program.

- **Delaware** ensures that all Delaware educators are trained in SEL-related content, such as adverse childhood experiences and strategies to improve self-regulation of students and adults, as well as educator self-care.

- **Wisconsin** is providing districts and schools two days of training to learn about the four focus areas of systemic, schoolwide SEL, as well as providing a statewide conference on SEL.

- **Michigan** has developed a roadshow to provide an overview of its SEL competencies and implementation guides.

- **Nevada** is in year two of providing an annual SEAD (social, emotional, and academic development) Leadership Summit for educators.

- The **Washington** legislature has mandated that every other year, districts must provide one day of state-funded PD on SEL.

ACTIVITY 2.C.
Create conditions to support SEL across the educator pipeline

In addition to developing their own professional learning offerings, states can create policies that encourage SEL to be embedded across the educator pipeline, from preservice to advanced credentials in SEL. For example, they can include the competencies and capacities educators need to support student's social and emotional development in their state professional teaching standards.

Preparing Teachers
- The Learning Policy Institute developed a report that provides case studies of how teachers are being prepared to support SEL.
- CASEL released a report based on a nationwide scan of state certification requirements and college course offerings related to SEL.

- The Massachusetts Guidelines for the Professional Standards of Teachers lay out the pedagogical skills and knowledge needed for all teachers in the state that guide education preparation. These guidelines include one indicator about SEL implementation.

- California includes practices that promote SEL within their professional standards for teaching, promoting a more strategic focus for preservice and inservice training on SEL. This policy encourages the redesign of educator preparation programs and educator licensure requirements.

- States such as **Michigan** are bringing together higher education institutions to brainstorm how they can restructure teacher preparation programs to be more strategic about integrating SEL into coursework and student teaching experiences.

Important opportunities also exist for states to build and leverage micro-credentials and other certifications to support the ongoing professional development of educators. Micro-credentials provide an opportunity for educators to formally or informally demonstrate their skills and competencies within particular domains of teaching and offer unique opportunities for personalized professional development for teachers to enhance their professional practice or advance their careers. States are employing this approach as part of retention efforts, essential to balance the staffing needs of districts.

- **Washington**'s Professional Education Standards Board (PESB) offered up to 20 $18,000 grants for its 2018-2019 micro-credential pilot program, from which culturally responsive SEL was one of the micro-credentials teachers could choose. In addition, PESB was required to align the principals, teachers and paraeducator standards to the SEL standards that the SEL workgroup produced.

- **Pennsylvania** is identifying how teachers can receive a certification in SEL for taking online courses or courses through university partners.

- **Nevada** has created a full endorsement for educators' licensures once a series of three-credit SEL classes are completed.

ACTIVITY 2.D.

Strengthen adult social and emotional competence and leadership to advance SEL through collaborations with districts, communities, and families.

SEAs can create policies and practices that promote adult SEL, including time to reflect on their own competencies, identities, and biases; form meaningful relationships with colleagues, communities, and families; promote teacher wellness through self-care strategies; and develop positive working conditions. They can pass legislation that mirrors U.S. House bill, H.R. 2544 Teacher Health and Wellness Act, which promotes the scientific study of practices that promote the overall well-being of teachers, or H.R. 6120, Social and Emotional Learning for Families Act (SELF), which promotes strategies to engage families in SEL within and outside of schools.

- **Wisconsin** provides support to develop adult social and emotional competencies in three ways: including adult social and emotional competencies within their SEL competencies; offering an online coaching toolkit on how coaches can support SEL practices and adult competencies; and featuring a section on its website that links to other tools and resources.

Further, to help create the conditions to support adult social and emotional development, states can create policies and practices that support positive working conditions for educators in schools and districts. Positive working conditions include school leadership and administrative support; teacher autonomy (particularly in assessment and curriculum delivery); sufficient resources for teaching and learning; opportunities for professional collaboration and shared decision-making; a community of care and a sense of shared purpose; and promotion of collective decision-making and efficacy (Jennings, Minnici, & Yoder, 2019).

- **North Carolina** administers a statewide teacher working conditions survey annually to gauge teachers' perceptions of their working environment.

- **Colorado** identified improving working conditions as one of multiple factors that influenced teacher retention within the state and identified policy recommendations to improve it.

ACTIVITY 2.E.
Promote systemic SEL in districts, schools, and communities.

Supporting student social and emotional development touches all aspects of students' lives, making it important to implement SEL systemically across districts and schools, as well as through the community organizations that also serve students and families. It is thus critical that states provide opportunities for districts and schools to learn how to and begin to implement systemic SEL, in partnership with communities and families. States have created guidance documents that reflect a systemic approach to SEL implementation. States have done this in different ways, but each typically reflects the importance of broad integration of SEL throughout the schooling experience for youth.

• **New York's** Social Emotional Learning—Essential for Learning, Essential for Life is a comprehensive resource that addresses the need for SEL in the state's schools and introduces a series of resources, including voluntary SEL benchmarks, a guide to systemic whole school implementation, and a series of school district examples.

• **Michigan's** Connecting SEL to Michigan's School Improvement Framework shows educators how to integrate SEL into the school improvement planning process, providing concrete examples.

• **Massachusetts'** Guidelines on Implementing Social and Emotional Learning (SEL) Curricula presents strategies to support broad SEL implementation, ranging from professional learning and instructional approaches to policies and community engagement. The document grounds the guidelines in the state's anti-bullying law.

• **Minnesota's** Social Emotional Learning District Implementation and Professional Development Guidance reviews the SEL implementation process, from foundational work to assessing capacity and developing plans for implementation to detailed guidance on implementation and assessment.

• **Utah's** Social-Emotional Learning, A Best Practices Report was prepared for the state's Board of Education to support districts as they work to improve the SEL efforts within their schools and help create a common understanding of SEL across the state.

ACTIVITY 2.F.
Promote equity through SEL to foster success for all students in the workplace, in relationships and civic life.

Inequities exist due to power and privilege differences based on race and ethnicity, class, gender, ability, and sexual orientation, among other categories. These inequities are vexing problems for the structural and sometimes unconscious ways in which they hamper individual student learning as well as collective efforts to bridge achievement gaps and ultimately live up to the democratic ideals of U.S. society. CASEL has a longstanding commitment to issues of equity and recognizes there are significant policy, practice, and research improvements that need to continue if SEL is going to realize its potential to promote the optimal development of all students. SEL and equity both address how to provide high-quality instruction for all students and encourage practices that bring youth voice and culture into teaching and promote competencies among students. To promote and support educational equity, state teams have provided guidance for learning goals, teaching practices, and approaches that are culturally and linguistically responsive and engaging for all, in addition to using data to eliminate disparities in implementation quality and successful student outcomes.

• **Massachusetts** has taken multiple approaches to integrate SEL and equity. The Massachusetts Social and Emotional Learning for All: Access, Cultural Proficiency, and Cultural Responsiveness resource provides guidance and specific practices for district leaders, school leaders, and teachers on access, cultural proficiency, and cultural responsiveness for SEL practice. The Massachusetts Educator Effectiveness Guidebook for Inclusive Practices is a resource guide that integrates SEL, PBIS, and UDL within its educator effectiveness model, creating more coherence and alignment across efforts. This webpage provides multiple resources to help teachers develop inclusive instruction in the classroom, including videos, rubrics, and assessments.

• Michigan's Early Childhood to Grade 12 Social and Emotional Learning Competencies and Indicators includes information on cultural connections and equity on pages 8-9.

• **Minnesota** worked with the Great Lakes Equity Center to create an SEL Implementation Guide,

which provides useful examples of broad guidelines for school-based SEL and equity implementation.

• Because of the strong commitment of **Oregon** leaders, the SEA is infusing SEL and equity throughout the SEA, beginning with a series of ongoing monthly trainings for 26 agency staff.

• **Washington** created the Washington SEL Implementation Brief: Focus on Culturally Responsive Practices to ensure that educators understand how their SEL standards reflect culturally responsive practices, and that the competencies within the standards were developed through a cultural lens. Washington also worked closely with various commissions (e.g., African American, Pacific-Islander, Native American) to ensure its SEL documents reflect the needs of diverse communities.

• In **Wisconsin** the state superintendent convened an Equity Council to support development of the state's ESSA plan; identify strategies to communicate about SEL and equity; and support districts in implementing the SEL competencies equitably. The Wisconsin Department of Public Instruction also collaborated with the Wisconsin RTL Center and the Disproportionality Technical Assistance Network to create a Model to Inform Culturally Responsive Practice. It includes guidance on communicating the benefit of SEL for all students in ways that are culturally and linguistically responsive, and engaging families and communities in culturally relevant ways.

Promote Student SEL

States have the opportunity to support districts and schools implement evidence-based programs and practices that are adaptable to meet the demands of students. Through policies, practices, and guidance, state education agencies (SEAs) can identify learning objectives (i.e., standards or competencies) for SEL; guide SEL program and practice selection, implementation, and continuous improvement; support integration of SEL with academics and other education initiatives; and encourage family and community partnerships. Because every district has its own unique context and culture, ideally the policies, practices, and guidance states develop will be flexible and adaptable enough to allow local customization. Focus Area 3 includes five key activities.

ACTIVITY 3.A.

Develop and support implementation of Prekindergarten to Grade 12 (or adult) SEL competencies, standards, or learning goals.

To help educators at different grade levels recognize, understand, and intentionally support their students' social and emotional development, an increasing number of states have articulated the social and emotional skills that students should know and be able to do, typically through competencies or standards that include developmental benchmarks or indicators. Competencies or standards provide an organizing framework for SEL that ideally includes simple, clear, concise, statements that are strongly grounded in research.

As of December 2019, 18 states have developed such standards (Dusenbury et al., 2020). Many states (13 out of 18 in our frameworks brief) have elected to use CASEL's framework for SEL, which includes five core competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision-making). Some states and districts modify the CASEL framework slightly or choose other SEL frameworks to define their SEL learning goals. Some states use a state-specific framework that covers all five competencies of the CASEL framework but does so in a customized way. States typically develop their SEL competencies or standards to allow for local adaptation, so that communities can connect SEL to local priorities and ensure implementation through locally defined, culturally responsive teaching.

• **Arkansas** recently released its Arkansas GUIDE for Life. The competencies include Growth (manage yourself), Understanding (know yourself), Interaction (build relationships), Decisions (make responsible decisions), and Empathy (be aware of others). For each competency, the guide notes what a student should be able to do at each grade level, as well as developmental indicators to demonstrate the progression through high school graduation.

• **Pennsylvania's** Career Ready Skills use a workforce employability frame. The skills are organized into three domains: self-awareness and self-management, establishing and maintaining relationships, and social problem-solving skills. These skills are aligned to Pennsylvania's Career Education and Work Standards.

ACTIVITY 3.B.

Promote and support adoption of evidence-based programs and practices.

Educators – in and out of school – should adopt and implement evidence-based SEL programs. Evidence-based programs include prepackaged curriculum or interventions, such as those found in CASEL's Program Guides. In addition, SEL can be generalized throughout the day using evidence-based practices (standalone activities or strategies such as Kernels of Practice or 10 Teaching Practices that Support SEL). For both programs and practices, states identify strategies that schools, districts, and other sites and systems that support youth development can use to support high-quality implementation, including suggestions on adaptations to meet needs of diverse students, as well as collecting data on implementation and outcomes. In addition, it is critical that the programs and practices have a research base that aligns with the needs of the students being served.

Evidence-based SEL programs. States promote and support adoption and implementation of evidence-based programs and practices in a variety of ways. Ideally states provide technical assistance to help districts and schools select evidence-based programs and encourage flexible implementation of SEL that addresses local needs while meeting the shared vision of student success.

Spotlight on Continuous Improvement

Through legislative action (HB 604), Missouri plans to pilot SEL efforts across 16 schools in the 2020-21 school year to learn what successful implementation looks like statewide.

• The Wisconsin SEL website provides extensive guidance: links to the CASEL guides, crosswalks of how selected evidence-based programs align with the state's SEL competencies, and a series of webinars with program providers to share how their programs can support implementation of the standards.

• State teams develop online modules to help district and school teams select, adapt, and implement evidence-based SEL programs, including common implementation challenges. Examples include **North Carolina** (Module 4: Select SEL instruction curriculum

and environment) and **Washington** (Learning Segment 5: Identifying and Selecting Evidence-Based Programs).

- **Florida** identifies evidence-based SEL programs being used by districts on the state's interactive map for their collaborative.

- **Nevada** offered a two-year School Safety Grant in 2019 that provides districts and public charter schools the opportunity to collaborate with the state, add an SEL coach or evidence-based curriculum/program, and receive ongoing training to advance SEL policies and practices.

Evidence-based practices. Evidence-based practices are instructional strategies derived from evidence-based approaches. Typically, educators adopt practices that allow them to intentionally support SEL throughout the day and in all settings. To achieve these goals, states provide guidance on SEL teacher practices.

- The **Illinois** Comprehensive System of Learning Supports offers modifiable and specific teacher practices aligned to the goals and indicators of its SEL framework by grade bands (i.e., K-3, 4-5, 6-8, 9-10, and 11-12).

- The **Kansas** Personal and Social Development Instructional Examples offer modifiable, specific, and grade-banded teacher activities aligned to the goals and indicators of the Kansas SEL framework.

- The **Michigan** Early Childhood to Grade 12 SEL Competencies and Indicators include sample strategies for each of the grade-banded social and emotional skills, providing educators opportunities to identify practices that integrate SEL within their classrooms.

- **Tennessee** has a Social and Personal Competency Resource Guide that provides sample activities for each of the developmental indicators. It also has a toolkit that aligns 10 teaching practices with the Tennessee teacher evaluation model process and provides examples of teacher practices that support SEL. The toolkit shows how incorporating SEL into daily teaching practice can improve students' competencies and educators' effectiveness. It also offers a series of online modules related to each of the 10 teaching practices.

Supporting high-quality implementation. High-quality implementation of SEL is key to its success and sustainability. Although many of the activities in Focus Area 2 (Strengthen Adult SEL Competencies and Capacities) focus on implementation supports, it is important to reiterate the ways in which educators receive support to implement evidence-based programs and practices. States support high-quality implementation in a variety of ways, drawing on district and school resources, feedback and recommendations.

- **Florida's** SEL website includes a section to help districts collaborate with each other and provides an interactive, implementation landscape map.

- **New York's** guide, Social Emotional Learning: A Guide to Systemic Whole School Implementation, provides strategies and resources for SEL and broad implementation planning. It specifically targets the implementation of voluntary social and emotional learning benchmarks.

Spotlight on Continuous Improvement

As teachers implement evidence-based programs and practices, they will need support through coaching and technical assistance. Part of that support will include understanding the degree to which they implement the program or practice well (i.e., fidelity of implementation). Many programs and practices have fidelity tools to help monitor implementation, and SEAs should encourage use of these tools for monitoring and support.

- **Washington** developed an online learning module (Learning Segment 2: Embedding SEL Schoolwide and Learning Segment 3: Creating a Professional Culture Based on SEL) that provides strategies and approaches that districts and schools can use to support implementation of evidence-based programs and practices.

- **Wisconsin** links to an SEL specific coaching toolkit and is developing a fidelity tool.

ACTIVITY 3.C.

Promote SEL Integration with academics and other state- and school-based frameworks.

States recognize that to implement and sustain SEL, educators and administrators need to see the connection to academics and other state-and school-based efforts. States provide guidance such as curriculum crosswalks, sample lessons, and the alignment of strategic priorities to help districts and schools embed social, emotional, and academic competencies, connecting to other policy priorities that support whole child development such as MTSS and mental health.

Integrating and aligning SEL with academics is important because it supports social and emotional development throughout the school day and helps educators make natural and intentional connections between academic instruction and SEL practices. Integrating and aligning social and emotional goals and academic goals supports the healthy development of a young person. States often align their SEL competencies or standards (see Activity 1, above) by intentionally integrating and aligning them with their academic standards and curricula. Alternatively, a state could create guiding principles about the ways in which SEL aligns with and supports academic learning.

- **Colorado** describes the alignment of social skills with all content standards. The 2020 Academic Standards align content standards with the Colorado Essential Skills. These skills include personal, entrepreneurial, civic/interpersonal, and professional skills.

- **Kansas'** SECD Aligned to CCR Standards shows how SEL supports students' college and career preparation aligned to state standards.

- **Massachusetts** provides SEL guiding principles in the mathematics, ELA and Literacy, history and social science, and arts frameworks. Each guiding principle includes examples of intersections between the respective content-area standards and practices and SEL competencies.

Integrating with other state- and school-based frameworks. Based on educator needs identified in Focus Area 1, states develop tools and policies that help educators understand and implement the connections between SEL and the other frameworks, including (but not limited to) MTSS, PBIS, trauma, school safety, school climate, discipline, school improvement, educator effectiveness, special education, mental health, workforce readiness, civic engagement, and character education. States have been addressing these connection points in multiple and unique ways.

- *Accreditation systems*. **Kansas'** SECD Standards Crosswalk with KESA 5 Rs shows how the state's SEL guidelines align with its K-12 school accreditation system. It shows how SEL can help districts earn state accreditation.

- *Educator effectiveness*. **Massachusetts** created a guidebook that promotes evidence-based practices for inclusion, which follows the principles of UDL, PBIS, and SEL, and aligns with the educator evaluation framework. In addition, when it updated the model rubrics, the state strengthened connections to critical instructional practices (e.g. standards-based instruction, social and emotional learning, and culturally responsive teaching and leading). **Tennessee's** toolkit connects 10 teaching practices that promote SEL to its educator evaluation system.

- *Multitiered Systems of Support*. **Massachusetts** updated its MTSS Blueprint to more explicitly incorporate a tiered approach to SEL in which SEL instruction is used to help all students develop core social and emotional competencies. In addition, the state created SEL/Mental Health Academies to help districts integrate SEL and mental health within an MTSS framework. **Louisiana** connected SEL to its MTSS system, providing language around connection points on its website. The **New Hampshire** team connects SEL with its MTSS system, supporting a regional center that offers strategies and

practices to create a system of care for students. **North Carolina** integrated SEL within its MTSS framework, with clear connections through the Facilitated Assessment of MTSS- School Level (FAM-S). The state previously integrated positive behavior intervention and supports (PBIS) into the MTSS framework. **North Dakota** has intentionally integrated SEL within its MTSS framework guidance, noting the importance of supporting all students to develop their social and emotional skills as a foundational component of learning. **Nevada** is updating its statewide MTSS Guidance document with an increased emphasis on SEL. **Ohio** created a document that demonstrated the alignment between PBIS and SEL.

- *School climate*. Although SEL and school climate are interrelated, they are two distinct aspects of schooling. States provide guidance on how educators can intentionally create a positive learning environment that connects to SEL. The Connecticut Model School Climate Policy outlines a streamlined school climate improvement policy that all districts can use to support SEL. The policy balances existing laws with best practices on addressing incidents of negative behavior, such as bullying, and promoting occurrences of positive behavior through SEL, restorative practices, and improved conditions for teaching and learning. **Minnesota** has identified SEL as an evidence-based practice that schools and districts can use to meet its school climate and school safety goals. SEL and school climate are highly interconnected in **Nevada**, as evidenced by the Nevada School Climate/Social Emotional Learning Survey (NV-SCEL) administered statewide.

- *School discipline*. States have recently begun to review and refine discipline policies that emphasize proactive, restorative, and developmentally appropriate approaches that support school climate, address root causes of student misbehavior, and empower students to take responsibility for and help address such behaviors. **Michigan's** Alternatives to Suspension and Expulsions Toolkit includes SEL as one of multiple interventions that districts and schools can use to support student development. **Virginia's** Model Guidance for Positive, Preventive Code of Student Conduct Policy and Alternatives to Suspension highlights SEL as a preventive approach to school discipline efforts. **Nevada's** 2019

Legislative session passed AB 490, AB 168, and SB 89 to reinforce restorative disciplinary policies and practices.

- *School improvement*. **Michigan** integrated SEL as part of its school improvement process in its guidance document, Connecting Social and Emotional Learning to Michigan's School Improvement Framework.

- *Trauma and resilience*. **West Virginia** includes social and emotional development as part of its ReclaimWV Initiative, which combats the effects of the opioid epidemic on children and advances students' wellness and resilience.

- *Workforce/career readiness*. States have been supporting or connecting SEL to their workforce or career readiness initiatives in a variety of ways. **Kentucky** released Individual Learning Plans (ILPs) for grades 6-12. The ILPs offer educators the developmental progressions for both career exploration and for achieving social and emotional development. **Mississippi** began its career readiness work in middle school. A task force identified that it was critical to develop a portrait of a college- and career-ready eighth grader, which included multiple social and emotional competencies (e.g., advocacy, social awareness, and self-awareness). **Virginia** also includes social and emotional skills in its Profile of a Virginia Graduate, which describes the knowledge and skills students should develop during high school for success in the future. Virginia's competencies are organized into the 5 Cs: critical thinking, creative thinking, collaboration, communication, and citizenship. **West Virginia** also includes social and emotional development in the West Virginia College- and Career-Readiness Dispositions and Standards for Student Success.

ACTIVITY 3.D.

Develop and strengthen family and youth partnerships through policies, systems, and supports.

Ideally states will use policy and guidance to ensure families and student voice are present in state SEL efforts in two ways. First, families and students are brought into the SEL-related work at the state level so that families understand, experience, inform, and support the work (related to Focus Area 1, Activity 4). Second, states provide districts and schools guidance, tools, and resources to encourage districts to prioritize positive, authentic staff-family relationships on SEL-related work (e.g., such as engaging families around SEL programs and practices).

- **Michigan's** guide Connecting Social and Emotional Learning to Michigan's School Improvement Framework (pp. 29-31) provides strategies to communicate and engage with families about SEL efforts.

- The **Montana** Department of Public Health developed Parenting Montana to engage and support parents in using developmentally appropriate parenting practices that support student social and emotional development and prevent problem behaviors.

- **Washington** developed an SEL implementation brief for parents and families that provides information about what SEL is, how it is being implemented in the state, and actions steps and resources families can use to support SEL.

- **Wisconsin** collaborated with the University of Wisconsin-Madison Division of Extension to create the Raising Caring Kids resources. These free resources offer ways to build student's social and emotional competencies for schools to deliver to families of first- through fifth-graders.

ACTIVITY 3.E.

Develop and strengthen SEL-related community partnerships.

Related to Focus Area 1, Activity 4, states can focus on proactive implementation steps to promote positive community engagement and foster two-way communication with local communities. States ensure community voice is present in state SEL efforts in two ways. First, SEAs regularly create opportunities with community organizations and representatives to understand, experience, inform, and support the state-level SEL work, bringing cohesion and alignment between schools and communities. Second, SEAs provide districts and schools guidance and tools to prioritize positive community engagement, two-way communication, and positive relationships.

- **Delaware** created the Vision Coalition in 2006. It consists of state leaders like the secretary of education, union president, business leaders (e.g., the chair of its Workforce Investment Board), and other community organizations. In 2015, the coalition worked with local, national, and international leaders to create a 10-year vision for education — Student Success 2025 — which included multiple social and emotional competencies and skills that young people needed in the rapidly changing workforce.

- **Michigan's** guide, Connecting Social and Emotional Learning to Michigan's School Improvement Framework (pp. 29-31), also provides strategies to communicate and engage with community groups about SEL efforts.

- **Washington** developed an SEL implementation brief for community and youth development organizations, which provides information about what SEL is, how it is being implemented in Washington state, and action steps and resources communities can use to support students.

FOCUS AREA 4:

Reflect on Data for Continuous Improvement

State education agencies (SEAs) and other state agencies should support systems that use data and information to continuously improve the equitable implementation of SEL. State and local leaders have the opportunity to leverage current data systems to support students' social, emotional, and cognitive development. They also have the opportunity to improve on and expand the measures districts and schools use to monitor and continuously improve efforts. The activities found within the other three focus areas feature "spotlights on continuous improvement." That is because continuous improvement should be used throughout the process – planning for continuous improvement in Focus Area 1; collecting data for improvement when developing adult capacity and competencies (Focus Area 2); and supporting students' social and emotional development (Focus Area 3).

States have vast amounts of data that can be used for continuous improvement, and ideally the need for new student data will be minimal. It will also be important to collect, analyze, and reflect on process data at the state level to understand how states are working toward their SEL efforts and supporting districts and schools. Further, states ideally provide policies and guidance on the value of analyzing a wide spectrum of data (addressing behavior, climate, absenteeism, and social and emotional skills) to inform and refine implementation while adhering to the established foundational vision.

CASEL Research Practice Partnerships

To better understand local implementation of SEL programs and practices, CASEL is engaging with states, districts, and schools in research-practice partnerships in using data for continuous improvement.

Considering the four phases of continuous improvement – plan, do, study, act – "plan" and "do" occur throughout the first three focus areas, while this focus area features "study" and "act." This focus area also addresses how states support districts and schools throughout the continuous improvement process. Focus Area 4 includes three key activities (see Figure 6).

Potential Data Sources

SEAs currently collect or identify new data sources for this work, depending on the resources and capacity of each state. Such data may address attendance, tardiness, behavior incidents, suspensions and expulsions, GPAs, standardized test scores, school climate (i.e., perceptions from students, teachers, families, and communities through surveys or focus groups), teacher retention, educator working conditions, SEA implementation processes, professional learning, district and school implementation, social and emotional competencies, and other student-centered measures (e.g., student perception data, student sense of belonging, student attitudes and mindsets, and youth participatory action results). States should reflect on their data and how it is being used, either on their own or more likely in partnership with districts and schools.

Figure 6.

Process of Continuous Improvement within Systemic SEL

ACTIVITY 4.A.

Develop policies, tools, and resources to support continuous improvement at the local level.

States have the opportunity to develop policies, tools, resources, and support for districts and schools to implement a continuous improvement strategy throughout their SEL efforts. This can take multiple forms, including developing guidance and resources for districts and schools on how to use data for continuous improvement. These guidance and resource documents might inform schools and districts about how to identify, collect, analyze, report, reflect, and act on multiple types of SEL-related data:

• Outcome data (e.g., student social and emotional competencies, absenteeism, positive behavior)

• Process data (e.g., implementation of evidence-based programs, districtwide SEL using CASEL's district rubric, or schoolwide SEL using CASEL's walkthrough tool or staff, family and community partner survey)

SEL and Accountability

The Learning Policy Institute's Encouraging Social and Emotional Learning in the Context of New Accountability provides information about how SEL and school climate data can be used in a multitiered accountability and continuous improvement system.

SEL-related data can also be used for summative and formative purposes at the district, school or classroom level so that schools and districts can develop and revise their SEL plans.

States can also support districts and schools with their own data collection, analysis, and reflection. For example, states can provide sample surveys or other assessment tools (e.g., school climate surveys, performance indicators, or performance tasks). States can also go a step further and actually provide data on SEL and related efforts (e.g., school climate) to help district and school teams examine progress and challenges. Further, states can provide training or technical assistance on the process of continuous improvement, or actually support district teams in data-informed action planning and communicating about

implementation progress to their own key local stakeholders (e.g., families, students, staff, community partners).

• **Minnesota's** SEL Assessment Guidance document provides information about SEL assessment, including the purposes and types of SEL assessment (e.g., measuring outcomes versus processes), and ways in which districts can use the measures.

• **Illinois** includes performance descriptors for Grades 1-5 and Grades 6-12 that align to the state SEL standards. Educators can use these tools to determine growth in social and emotional competencies. The state administers and reports the 5-Essentials Survey, a school climate survey for teachers, students, and families that schools and districts use to identify areas of strength and areas needing improvement.

• **Nevada** administers and provides data reporting Nevada School Climate/Social Emotional Learning Survey (NV-SCEL), which schools and districts use to reflect on their SEL efforts.

Assessment Resource

CASEL's Assessment Guide provides a process for selecting SEL assessments, as well as a compendium of SEL assessments.

• **North Dakota** provides SEL Scales, which are student-friendly scales that help measure growth on each of the five core competencies by grade band.

• **Rhode Island** includes SEL on its state school climate/ culture survey. Each school or district can use the results to discuss areas of strength and weakness.

• **Wisconsin** provides state-specific assessments, including links to state-specific scales (which gauge and prioritize implementation of SEL competencies section), which are designed to help educators reflect on student social and emotional competencies. SEA staff are also working with the University of Wisconsin to develop measures of social and emotional competencies and a state-specific fidelity measure. The state also provides links to an extensive array of high-quality external resources to support implementation of the state SEL framework.

ACTIVITY 4.B.
Report and reflect on data.

SEAs compile relevant state-level implementation and process data (e.g., professional learning, number of cross-sector meetings, number of collaborative meetings across the state, and number of stakeholders involved) and outcome data (e.g., number of people trained, number of individuals who visited SEL website, number of attendees at professional learning events, and number of districts implementing SEL), disaggregating data as appropriate. States should, ideally, collect this data following their own plans for data collection (identified during Focus Area 1), in which states follow the timelines established in their SEL plan.

Resource to Assess Progress

To support state-specific data collection and analysis on their SEL efforts, CASEL developed a State Theory of Action — aligned with the key activities identified in this report.

In this activity, state teams come together to reflect on the data points they collect throughout the year about their own implementation and identified outcomes. This reflection will facilitate state action planning (Focus Area 4, Activity 3). As states continue to engage more in SEL-related work, it will be important to identify both short-term and long-term outcomes. The SEL team should establish norms that promote a safe environment for reflecting on data and recommend a structured protocol to help guide the process.

• **Washington** collected feedback from multiple stakeholder groups as part of developing its SEL indicators and implementation guide. SEA staff summarized the types of feedback in a Stakeholder Feedback and Community Outreach Summary document, which they used to make actionable changes.

ACTIVITY 4.C.
Action plan and share.

State teams ideally will regularly use conclusions from data reflection to determine next steps, create action plans, and/or revise the plans established during Focus Area 1. States can also share the information with key stakeholders, who also should be engaged in any planning efforts.

• As **Michigan** began to develop its implementation guide, SEA staff conducted focus groups with stakeholders across the state to determine what information was needed and useful, and what was difficult to discern in the initial guide. As a result of the feedback, they recalibrated and created a new implementation guide and series of online modules based on the needs of the field.

• Based on the feedback **Washington** received in its Stakeholder Feedback and Community Outreach Summary, the state revised the documents substantively and used that feedback to create a new set of policy recommendations to the legislature.

Conclusion

To date, states are advancing bold and strategic efforts to lay important groundwork for implementing systemic, equity-focused, evidence-based SEL. Outstanding examples are emerging, as illustrated by all the state efforts featured in this document. That said, work remains to reach a point of truly systemic implementation of SEL in any single state. Specifically, to create conditions so that all districts and schools are embedding evidence-based, equity-focused SEL programs and practices in a culturally responsive manner across all their diverse communities, states will need to sustain activities they've achieved and continue expanding into new ones.

Although SEAs typically do not directly control local implementation of policies and practices such as systemic SEL, as this report documents, all states can take immediate steps to help create the context in which SEL is effectively implemented in districts and schools (see Exhibit 2, Cross-Cutting Activities). They can set a strong foundation through comprehensive planning that involves multiple stakeholders and clear communication to the field (Focus Area 1). They can help ensure that adults have the necessary SEL knowledge, skills, and behaviors themselves to teach and model SEL with students (Focus Area 2). They can take many steps—from adopting SEL standards/guidelines to showing how SEL aligns with academics, school climate, and other educational priorities (Focus Area 3). And they can help districts and schools collect and reflect on implementation and outcome data to ensure continuous improvement (Focus Area 4).

In some instances, school districts are actually far ahead of their states in advancing SEL, and state policymakers should take advantage of the opportunity to spotlight good work already underway. For example, the Nevada Statewide Social and Emotional Competencies build on SEL standards developed by one of their districts, Washoe County School District, which were developed as part of Washoe's participation in CASEL's Collaborating Districts Initiative.

Finally, one of the most powerful ways to advance SEL is through communities of practice that allow educators to be inspired and learn from each other's good examples. We are grateful for the opportunity as an organization to bear witness to the great work in states as a result of their collaboration with one another. We look forward to building on the momentum to continue to advance SEL across the nation through effective state policies and practices.

Exhibit 2. Cross-Cutting Activities

CROSS-CUTTING ACTIVITIES

Systemic SEL is not an easy task and states have taken on the complex work of attempting to transform the educational system by attuning to the social and emotional needs of students. When looking across the focal areas, there are some cross-cutting activities that states should engage in throughout the process to ensure successful implementation.

- *Collaborate to align efforts across state agencies*. SEAs should work with other state offices and agencies to ensure a common vision of student success. SEL lays a foundation for how children learn and develop, and it should be embedded in the work across all state-level agencies that serve youth. For example, consistent strategies and collaborative efforts should connect SEL with other important efforts, including workforce development (or career pathways), mental health, physical health, trauma, equity, multitiered systems of support (MTSS), positive behavioral interventions and supports (PBIS), academics, school discipline, school improvement, and educator effectiveness, among others. Through this collaboration, SEAs will create a policy agenda that includes SEL as a key priority.

- *Collaborate with stakeholders across the state*. Development of social and emotional skills begins at home, and social and emotional skills are used in all settings in young people's lives. Families are key to effective SEL implementation and should be engaged throughout the process. Similarly, SEAs should engage other key communities (e.g., children's cabinets, commissions that represent various groups, afterschool networks, civic groups, and faith-based organizations), along with stakeholders who directly serve youth (e.g., teachers, counselors, transportation staff, and afterschool programs). SEAs also bring youth to the table in authentic ways that represent the diversity of students in the state's population. These groups should help craft, review, and revise state policies and practices.

- *Execute communications and implementation plans*. SEAs need to thoughtfully identify key policies and practices, communicate about them to the field, and then implement their plans. A key strategy is to promote the importance of this work by regularly communicating why the SEA has made SEL a priority and continuing to share information about SEL efforts throughout the state.

- *Develop policies and guidelines*. States should develop policies that create the conditions for high-quality implementation of SEL. Policies can include legislative actions, rules, and regulatory mandates from state agencies, as well as nonregulatory guidance. These policies and guidelines will help create the conditions that districts and schools need to implement systemic SEL effectively.

- *Allocate resources and funding equitably and efficiently*. It is critical that policymakers distribute multiple types of resources (including money, time, staff, and professional learning) to districts and schools equitably and efficiently so that all youth and adults are provided with equal access to high-quality learning environments. Policymakers also should ensure that resource allocation remains flexible enough so that districts and schools can use the supports to meet the needs of their particular students. Finally, policymakers should ensure that funds are "blended and braided" to maximize funding efforts.

- *Develop technical assistance and professional learning for successful implementation*. Schools and districts need support to do this work well. States can be a great knowledge disseminator and thought partner for high-quality implementation. They should create opportunities to pilot programs; host conferences and webinars; and implement regional, district, or school collaboratives; or provide more intensive coaching and support to select districts.

- *Collect, analyze, and reflect on data for continuous improvement*. As SEAs execute their plans, continuous improvement is critically important. Some implementation strategies will work differently depending on the population or region of the students, and state leaders need to be able to thoughtfully reflect and improve on their implementation efforts. This should include using data SEAs currently collect or identifying new data, depending on the resources and capacity of each state. Such data may address attendance, tardiness, behavior incidents, suspensions and expulsions, GPAs, standardized test scores, school climate (i.e., perceptions from students, teachers, families, and communities through surveys or focus groups), teacher retention, educator working conditions, SEA implementation processes, professional learning, district and school implementation, social and emotional competencies, and other student-centered measures (e.g., student perception data, student sense of belonging, student attitudes and mindsets, and youth participatory action results). States should reflect on their data and how it is being used, either on their own or more likely in partnership with districts and schools.

REFERENCES

ASCD. (n.d.). Funding for social and emotional learning in ESSA. Alexandria, VA: Author. Retrieved from
http://www.ascd.org/ASCD/pdf/siteASCD/policy/ESSA-Resources_SEL-Funding.pdf

CASEL. (2019). Making the shift to a systemic approach to SEL. Chicago, IL; Author. Retrieved from
https://casel.org/wp-content/uploads/2019/09/SEL-Trends-6-09112019.pdf

Dermody, C., Dusenbury, L., & Weissberg, R. P. (2018). Social and emotional learning in state strategic plans: Examples
and opportunities. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning. Retrieved from
https://casel.org/wp-content/uploads/2018/10/CASEL-SEL-in-Strategic-Plans-10302018.pdf

Dusenbury, L., Yoder, N., Dermody, C., & Weissberg, R. (2020). An examination of frameworks for social and emotional learning
(SEL) reflected in state K-12 learning standards. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.

Dusenbury, L., & Yoder, N. (2017). Key features of high-quality policies and guidelines to support social and emotional learning
Recommendations and examples for the Collaborating States Initiative (CSI). Chicago, IL: American Institutes
for Research and Collaborative for Academic, Social, and Emotional Learning. Retrieved from
http://www.casel.org/wp-content/uploads/2017/02/Key-Features-final-2-22-17.pdf

Grant, S., Hamilton, L. S., Wrabel, S. L., Gomez, C. J., Whitaker, A. A., Leschitz, J. T., Unlu, F., …(2017). Social
and Emotional Learning Interventions Under the Every Student Succeeds Act: Evidence Review. Santa Monica,
CA: RAND Corporation. Retrieved from https://www.rand.org/pubs/research_reports/RR2133.html

Jennings, T., Minnici, A., & Yoder, N. (2019). Creating the working conditions to enhance teacher social and emotional
well-being. In Osher, D., Mayer, M. J., Jagers, R., Kendziora, K., & Wood, L. (Eds.) (in press). Keeping Students Safe and Helping Them
Thrive: A Collaborative Handbook on School Safety, Mental Health, and Wellness. Santa Barbara,
CA: Praeger/ABC-CLIO. Retrieved from
https://publisher.abc-clio.com/9781440854149/225

Mahoney, J. L., & Weissberg, R. P. (2019). What is systemic social and emotional learning and why does it matter?
The Blue Dot, 10, 16-24. Retrieved from
https://mgiep.unesco.org/the-bluedot

National Conference of State Legislatures. (2019). Social and emotional learning. Denver, CO: Author. Retrieved from
http://www.ncsl.org/research/education/social-emotional-learning.aspx

Oberle, E., Domitrovich, C. E., Meyers, D, C., Weisbergg, R. P. (2016). Establishing systemic social and emotional learning
approaches in schools: a framework for schoolwide implementation. Cambridge Journal of Education, 46, 277-297.

Stringer, K. (2019). SEL in the House: Democrats Approve Millions in Landmark Federal Funding for Social-Emotional Learning in Bill
That Now Faces Test in Senate. The74. Retrieved from
https://www.the74million.org/sel-in-the-house-democrats-approve-millions-in-landmark-federal-
funding-for-social-emotional-learning-in-bill-that-now-faces-test-in-senate/

Yoder, N. Dusenbury, L., Martinez-Black, T., & Weissberg, R. P. (2020). State education agency theory
of action. Collaborative for Academic, Social, and Emotional Learning: Chicago, IL.