# State Scorecard Scan

## SEPTEMBER 2018

The past seven years have witnessed tremendous growth in the number of states adopting social and emotional learning (SEL) competencies/standards and guidance to support implementation of SEL. This latest CASEL State Scorecard Scan — the fourth in a series, and the most complete to date — reveals that more than half the states now offer competencies/standards and/or guidance, and the momentum is clearly growing.

## KEY FINDINGS

### PreK through 12th Grade Competencies/Standards

Fourteen states have now articulated competencies/standards from PreK through 12th grade. Traditionally, separate agencies/departments oversee early learning and K-12 education. As a result, early learning/preschool standards and K-12 standards are often developed by separate working groups and may not fully be fully aligned in terms of their organization and structure. Of SEL competencies/standards developed by states, we found that three states had aligned their preschool SEL competencies with K-12 SEL competencies. Table 1 links to the relevant documents. Figure 1 shows the dramatic increase in state competencies/standards over time.

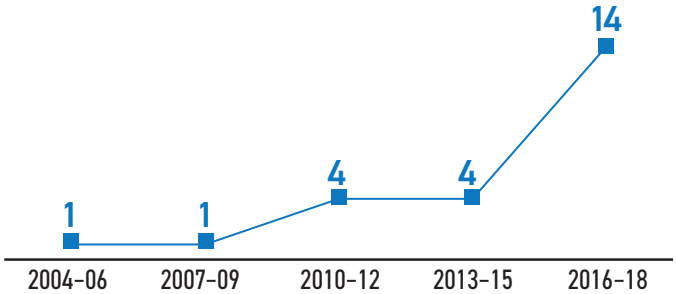
TABLE 1: **14 states have articulated SEL competencies/standards, PreK through 12th grade**

- Illinois (PreK–12) (2004)*
- Kansas (PreK–12) (2012/ updated 2018)
- Maine (PreK–12) (2012)*
- Michigan (PreK–12) (2017)
- Minnesota (PreK–12) (2018)
- Nevada (PreK–12) (2017)
- New Jersey (PreK–12) (2017)
- New York (PreK–12) (2018)
- North Dakota (PreK–12) (2018)
- Rhode Island (PreK–12) (2017)
- Tennessee (PreK–12) (2017)
- Washington (PreK–12) (2016)
- West Virginia (PreK–12) (2012)
- Wisconsin (PreK-Adulthood) (2018)*

**Indicates that the K-12 competencies/standards are aligned to the PreK competencies*

**Figure 1. Adoption of PreK-12 SEL competencies/standards over time**

*States that have articulated SEL competencies from preschool to high school*




## ABOUT THE PROJECT

The purpose of CASEL's State Scorecard Scan is to track development of competencies (also called standards, benchmarks, or learning goals) and guidelines to support student social and emotional learning (SEL). State competencies for SEL align with CASEL's five core SEL competencies, which have guided the field for two decades. States have customized them and developed grade-level expectations.

Since 2011, CASEL has completed four separate state scans (approximately one every two years). Although each of these scans individually provides a snapshot of the SEL landscape at a given time, collectively they illustrate the growing momentum and trend of SEL policies throughout the country.

This current scan expands on the previous work in two important ways. First, in addition to examining state competencies/ standards for SEL, we also examine the extent to which states provided guidance or resources to support implementation of SEL. Second, for the first time we also reviewed the competencies/standards and guidance available in the District of Columbia and the five U.S. territories, in addition to all 50 states.


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## PreK through Early Elementary Competencies/Standards

Eleven additional states have extended PreK competencies/standards for SEL into early elementary grades. All are fully aligned, PreK through early elementary school.

TABLE 2: **11 states have articulated SEL competencies/standards PreK through early elementary**

4 states with PreK through 3rd grade competencies/standards

- Connecticut (PreK–3rd grade) (2018)*
- Idaho (Birth–3rd grade) (2011)*
- Ohio (PreK–3rd grade) (2015)*
- Vermont (Birth–3rd grade) (2015)*

2 states with PreK through 2nd grade competencies/standards

- Maryland (birth–2nd grade) (2016)*
- Pennsylvania (PreK–2nd grade) (2016)*

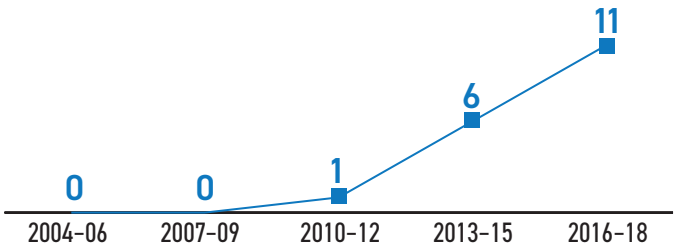
5 states with PreK through Kindergarten competencies/standards

- Florida (Birth–K) (2017)*
- Hawaii (Birth–K) (2014)*
- Massachusetts (PreK–K) (2015)*
- Oregon (Age 3–K) (2016)*
- New Mexico (Birth–K) (2014)*

**Indicates that the K-12 competencies/standards are aligned to the PreK competencies*

**Figure 2. Adoption of PreK-early elementary SEL competencies/standards over time**

*States that have articulated SEL competencies from preschool to early elementary school*




## PreK-Only Competencies/Standards

The remaining 25 states have all articulated PreK competencies/standards but have not yet extended those beyond preschool. This is also true for the District of Columbia, and four of the five U.S. territories (Guam, Northern Mariana Islands, Puerto Rico, and the U.S. Virgin Islands).

## SEL IMPLEMENTATION TOOLS AND GUIDANCE

Twenty-one states provide tools and resources to support implementation of SEL. Of these, 14 organized their own working groups to create ***state-specific guidance*** and/or tools to support implementation of SEL, in addition to linking to high-quality, external resources for SEL.

TABLE 3: **14 states created state-specific guidance/tools to support implementation of SEL**

| | |
|---|---|
| 1. California | 8. New Hampshire |
| 2. Illinois | 9. New York |
| 3. Kansas | 10. Ohio |
| 4. Massachusetts | 11. Rhode Island |
| 5. Michigan | 12. Tennessee |
| 6. Minnesota | 13. Washington |
| 7. Missouri | 14. Wisconsin |

The remaining seven states have not posted state-specific guidance on their websites. Instead, they link to high-quality, external resources and guidance on their websites to support implementation of SEL.

TABLE 4: **7 states link to external resources and tools on their webpages to support implementation of SEL**

| | |
|---|---|
| 1. Colorado | 5. New Jersey |
| 2. Indiana | 6. Oregon |
| 3. Kentucky | 7. Pennsylvania |
| 4. Nebraska | |

## KEY TAKEAWAYS

The past seven years have witnessed tremendous growth in the number of states adopting competencies/standards and guidance to support implementation of SEL.

In our first scan in 2011, we found that 48 states had PreK competencies/standards for SEL, but only one state (Illinois) had them from PreK through 12th grade.

By 2013, three states (Illinois, Kansas, and West Virginia) had adopted voluntary PreK-12 competencies/standards. Earlier this year, we reported that eight states had SEL competencies through 12th grade and 16 states had posted guidance or resources related to SEL.

This latest scan — the most complete one to date — reveals that more than half of the states in the U.S. now offer competencies/standards or guidance, and the momentum is clearly growing.

Much of the recent growth has been supported by CASEL's Collaborating States Initiative (CSI), a collaborative of state teams (usually led by the state department of education) initiated in 2016. Teams from 25 states have participated to date. As state teams complete their initial work (e.g., developing competencies/standards and creating and/or linking to guidance), the CSI works with them to develop strategies to support their districts in implementing systemic, evidence-based SEL. An extensive array of examples, tools, and resources can be found on the CSI Resources webpage.

For more information, contact Linda Dusenbury at ldusenbury@casel.org.

### Methodology

We reviewed department of education and related websites for each state or territory to identify information relating to SEL. Specifically, we searched for:

1. State-articulated, free-standing, and comprehensive competencies/standards for SEL.
2. Guidance developed **by the state** to support implementation of SEL.
3. Links to **external resources** to support SEL.

Many states provide state-created guidance in addition to external resources, while other states provide only links to external resources. State-specific guidance, as well as websites that link to high-quality external resources on SEL, can be valuable in supporting implementation of SEL and can also help to send an important message that SEL is a priority in a state.