

Theory of Action

Systemic Social and Emotional Learning for States

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About the Collaborating States Initiative (CSI)

In 2016, the Collaborative for Academic, Social, and Emotional Learning (CASEL) launched the Collaborating States Initiative (CSI) to help state education agencies create statewide conditions that encourage and equip educators to promote systemic social and emotional learning. As part of the CSI, state teams engage in a community of practice with CASEL, national experts, and other state teams. Each team develops its own customized plan for advancing SEL. As part of the CSI, states share resources and findings from state-specific research; disseminate information on best practices and evidence-based tools states develop for the field; and collaborate on common problems of practice. Going forward, CASEL seeks to advance implementation across our partner states, deepen understanding of how they can best support districts, and strengthen communication to all 50 states.

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Introduction

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been a leader in the field of social and emotional learning (SEL) for over two decades. Today, we collaborate with leading experts and support states, districts, and schools nationwide to drive research, guide practice, and inform policy. We collaborate with thought leaders to equip educators, policymakers, and researchers with the knowledge and resources to make evidence-based SEL an integral part of equitable learning environments so all students can thrive. Fueled by these collaborations and science, we aim to facilitate and promote the continued adoption and implementation of systemic, high-quality, integrated social, emotional, and academic learning that will lead students toward academic success, form meaningful relationships throughout their life, obtain a fulfilling career, and participate in civic life.

To support states in this work, CASEL developed a State Theory of Action (TOA). In this document, you will learn how CASEL:

1. Defines SEL and systemic SEL
2. Connects SEL and equity
3. Describes the State TOA, including cross-cutting activities and ways to engage in a cycle of continuous improvement
4. Identifies steps on how to use the tool, including the organization and process
5. Defines the four focus areas and 20 activities in the State TOA rubric
6. Describes the State TOA logic model (Appendix A)

State, District, and School Theories of Action

To help ensure that SEL policies and practices are aligned from state capitals to classrooms, CASEL has deliberately aligned our state, district, and school theories of action. Although the key activities and desired outcomes necessarily differ by level, using the same four focus areas will help ensure that policymakers and practitioners at every level are on the same page about the overall logic model for successful implementation of systemic SEL.

- The District Framework and Theory of Action can be found here.
- The Schoolwide Framework and Theory of Action can be found here.



DEFINING SEL AND SYSTEMIC SEL

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities. Thus, SEL is focused on the teaching and learning process that supports individuals' growth in the context of their unique developmental histories. SEL enhances students' capacity to acquire, apply, and integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. 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 community citizens. In other words, systemic SEL intentionally engages all the communities to which the student belongs to cultivate caring, participatory, and equitable learning environments across these settings. Systemic SEL uses evidence-based programs and practices that actively involve all students in their social, emotional, and academic growth in those multiple contexts.

As demonstrated in Figure 1, CASEL's approach to systemic SEL begins with the development of the five core social and emotional competencies and then infuses SEL into every part of students' daily life – across all of their classrooms, during all times of the school day, and when they are in their homes and communities. We believe that systemic SEL can happen at the state, district, community, and school levels —creating the conditions that optimize the social, emotional, and academic development of all youth.



Figure 1
CASEL's Framework for Systemic SEL



CONNECTING SEL TO EQUITY AND EXCELLENCE

SEL can be a powerful lever for creating caring, just, inclusive, and healthy communities that support all individuals in reaching their fullest potential. In the context of SEL, equity and excellence refers to every student—across geography (urban, rural, suburban), race, ethnicity, family income levels, learning abilities and disabilities, home language, immigration status, religious beliefs, gender identity, sexual orientation, and other factors—engaging in high-quality educational opportunities and environments that best promote their healthy social, emotional, and academic development. Systemic implementation of SEL fosters and depends on an equitable learning environment where all students and adults feel respected, valued, and affirmed in their individual interests, talents, social identities, cultural values, and backgrounds. While SEL alone will not solve longstanding and deep-seated inequities in the education system, it can help states, districts, and schools promote understanding, examine biases, build cross-cultural relationships, and cultivate adult and student practices that close opportunity gaps and create more inclusive school communities. In doing so, SEAs can promote high-quality educational opportunities and outcomes for all students.

OVERVIEW OF THE STATE THEORY OF ACTION (TOA)

The State TOA represents insights and reflections from the **CASEL Collaborating States Initiative (CSI)**, a collaboration among CASEL, SEAs, and other state leaders, national experts, and policy groups throughout the country; the **policy agenda** from the National Commission on Social, Emotional, and Academic Development (NCSEAD); and insights from the **Collaborating Districts Initiative (CDI)**, CASEL's collaborative with over 20 districts throughout the country. The goal of the State TOA is to provide a tool for state teams to reflect on and advance the role of the SEA, in partnership with other state agencies and their respective stakeholders, to implement high-quality SEL across the state. Further, the State TOA helps the state team self-assess how it is organized, how well it is supporting implementation, and how it is continuously improving SEL. SEAs can use the State TOA to guide their strategies, recognizing that this work will take time and continuous improvement to fully implement. (See Appendix B for our logic model connecting activities to outcomes.)

The State TOA is organized into four focus areas that align with CASEL's **district** and **school** theories of action (and corresponding rubrics): (1) build foundational support and plan; (2) strengthen adult SEL competencies and capacities; (3) promote SEL for and with students; and (4) reflect on data for continuous improvement. Each focus area has between three and six key activities, for a total of 20 key activities that lay out essential state-level actions for implementing SEL (see Appendix A).



Cross-Cutting Activities

To successfully accomplish the focus areas and related activities, it is also important to recognize some cross-cutting efforts that represent how state teams work day to day. These include:

- **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 can connect SEL with other key educational priorities, including career and workforce development, mental wellness, physical health, trauma, equity, multi-tiered 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/agencies, commissions that represent various groups, afterschool networks, civic groups, the business and industry community, and faith-based organizations), along with stakeholders that directly serve youth (e.g., teachers, counselors, transportation staff, and afterschool programs). SEAs can 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 on SEL efforts through a variety of channels 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 and in ways that respect local contexts and communities.

- **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 communities. Finally, policymakers should ensure that funds are "braided" to maximize funding efforts.

- **Develop technical assistance and professional learning for successful implementation.** Schools and districts need support to do SEL work well. States can be an important 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 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, access to career and workforce development efforts, school climate (i.e., perceptions of 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). States should analyze and reflect on data, which should be disaggregated, to understand the experiences of different groups of students, either on their own or more likely in partnership with districts and schools.

Figure 2: SEL Continuous Improvement Cycle



Cycle of Continuous Improvement (CI)

Systemic SEL is not a linear event but rather a cycle of continuous improvement that will take place over long periods. The focus areas in the State TOA are thus organized according to the three components of continuous improvement: organize, implement, and improve (see Figure 2).

- **Organize.** Developing a strong foundation for SEL (Focus Area 1) helps ensure efforts are sustained long-term. This requires broad stakeholder commitment and a comprehensive strategic plan. Whether SEAs are just beginning or seeking to scale their SEL efforts, building deep organizational support for SEL will help strengthen its impact. This requires engaging practitioners and partners from the entire educational ecosystem and developing a coordinated plan for statewide implementation.
- **Implement.** Systemic SEL means that both adults and students are actively cultivating their own social and emotional competencies. SEL should be embedded into every aspect of the SEA's work — addressing staff interactions (Focus Area 2) and student supports (Focus Area 3). SEAs can use a variety of approaches to ensure successful implementation based on their unique needs, as well as implement rapid learning cycles throughout implementation as part of continuous improvement.
- **Improve.** Continuous improvement (all focus areas, especially Focus Area 4) drives high-quality implementation and helps SEAs reach their goals. Throughout implementation, a structured process for continuous improvement allows SEAs to make informed decisions and stay on the path to success. This includes collecting, reflecting on, and sharing actionable data. At the end of each year, teams should reflect on the data collected to identify needs and create goals and plans for the following year.

HOW TO USE THE STATE THEORY OF ACTION (TOA)

The State TOA is a rubric that lays out a blueprint of systemic SEL at the state level and includes activities that require time and, in some cases, far-reaching human and financial resources. This section describes the organization of the State TOA and how to use it.

Important to Note. Continuous Improvement (CI) is an important element of the entire State TOA. Although continuous improvement is featured in Focus Area 4, continuous improvement occurs throughout the systemic implementation process, from strategic planning, to building adult capacity, to supporting students. Each focus area includes intentional data collection and analyses to promote real-time continuous improvement and informed decision-making. In each focus area, we denote continuous improvement activity with "(CI)."



Organization of the State TOA

The State TOA is organized around four focus areas, key activities, and high-quality indicators.

- **Focus areas.** Each focus area includes a general summary of the core idea and how it connects to the other three areas.
- **Key activities.** Each key activity includes a summary of the recommended work and an overview of what high-quality systemic SEL looks like in that activity. Key activities generally encompass three types: internal SEA processes; processes for how SEAs work with districts or schools; or products, tools, or resources (outputs) developed by the SEA to support districts or schools.
- **Indicators of success.** Indicators of success represent the level of implementation for each activity and are designated in the rubric rows. Indicators of success are on a four-point scale:
  - *Advanced, promoting sustainability*: SEA is providing technical assistance, training, and deep support to schools, and continuous improvement is thoroughly embedded.
  - *Developed*: SEA has developed processes or tools to create the conditions for systemic SEL, including continuous improvement.
  - *Planning*: SEA is planning this activity and how to effectively implement it within the agency and across the state.
  - *Not yet started*: SEA has not yet started this activity or may not see it as a current priority.

Using the State TOA

SEAs should take the following steps with their state teams and critical stakeholders to support implementation of systemic SEL at the state level. Further, it is important to recognize what the State TOA is and is not (see Table 1).

1. At least yearly, review the entire document to make note of areas and activities in which the state team has engaged to any degree.
2. Use the rubric individually first to rate the work, and then to walk through it with the team. Make sure to discuss any discrepancies and record the products and processes related to each activity.
3. Based on the ratings, identify areas of strength and areas for ongoing focus in the next one to two years.
4. Create an action plan (or revise the current plan) to focus on those areas (two or three) the team will work on in the upcoming year(s). Make sure to identify the data needed for continuous improvement and begin to think of additional data to collect and review.
5. Celebrate progress, recognizing the positive impact on students and adults, both short- and long-term.

Table 1: Do's and Don'ts of the State TOA

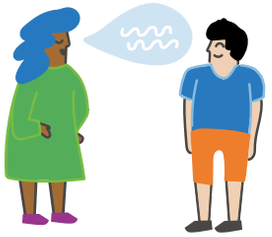
Ways in which to use the State TOA	What the State TOA is not
• A process to examine each key activity in the rubric • A tool to use with key stakeholders to help Identify current levels of implementation • A tool to reflect and identify next steps (informal or self-assessment) • A set of suggested activities to further engage in to push systemic change within the educational system • Ideas to think through how to use existing data and new data to reflect on current processes and outcomes • A tool to identify current successes and future priorities • A tool users can modify and adapt to meet the SEA's needs • A process to coordinate, build upon, and align SEL policies and practices with other efforts at the SEA, other state agencies, and district and school partners • A tool to honor a state's growth and work in the SEL space	• A tool that defines "must-haves" • A prescriptive model or framework for systemic SEL • A process that requires completing each aspect of the rubric • An evaluative tool or a summative/formal assessment tool • A measure to compare the state's work with that of other states • A checkbox system (quick one-and-done) rather than a lens for sustainability and transformation • A process unrelated to work happening in the SEA

FOCUS AREA 1:

Build Foundational Support and Plan for SEL

All states have a constitutional responsibility to provide all students with a public education that is fair, complete, and equal. 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., career and workforce development and labor, health and human services, juvenile justice, and homeland security), and 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 (including funding) to support school districts and schools as they articulate and support the essential knowledge, skills, and attitudes of successful students (including their social, emotional, and academic development) in an equitable way. To begin systemic SEL at the state level, SEAs must first develop a unifying vision that demonstrates SEL is a statewide priority. At the stage of building foundational support and planning, state teams strategize how SEL will be integrated with other key educational priorities, including academics and career and workforce development. SEAs also organize and convene internal and external stakeholders who reflect the interests of diverse youth to serve on working groups and advisory groups. States also must align resources and policies, including data sources, to equitably serve all students and the adults that serve them to contribute to students' academic achievement, career and workforce success, and civic engagement.





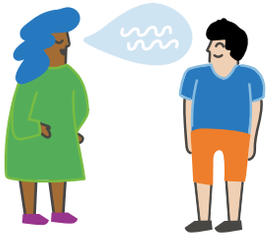
FOCUS AREA 1 RUBRIC

Build Foundational Support and Plan

Activities	4 Advanced; promoting sustainability	3 Developed	2 Planning	1 Not yet started
1.A. Create Working Groups that Promote Collaboration Among School, District, and State Personnel Related to SEL and its Integration with Other Strategies and Initiatives (e.g., Academics and Career and Workforce Development) to Promote Equity and Excellence States organize and coordinate working and/or advisory groups to lead, organize, and coordinate the SEL work. Working groups create a coordinated and sustainable system for the internal and external stakeholders to collaborate. The SEA clearly identifies roles, responsibilities, and reporting mechanisms for working groups.	• The SEA has an internal SEL working group across offices and in an office responsible for all students (e.g., curriculum and instruction, educator effectiveness, learning supports, career and workforce development). • The SEA has strong partners in the form of an external working group and/or advisory group with wide representation across stakeholder groups elevating diverse perspectives within and outside the SEA (e.g., students, members of families and communities, as well as leaders of businesses, industry, and institutions of higher education). • Sustainable collaboration systems are in place to promote ongoing coordination of the working groups.	• The SEA has an internal SEL working group that includes more than one department. • The SEA has an external working group and/or advisory group with moderate representation from stakeholder groups. • Collaboration systems are in place to promote timely coordination of the working and/or advisory group(s).	• An internal SEL working group is beginning to organize and is primarily situated in only one department. • An external working group and/or advisory group is being formed or outreach has begun toward a small number of stakeholder groups. The SEA considers representation from other important agencies and organizations.[1] • Collaboration systems are primarily focused on sharing status of the working groups.	Not yet started.
1.B. Develop a Shared, Statewide Vision of SEL as a Lever for Life Success (e.g., Academic Success, Meaningful Relationships, Career and Workforce Development, or Civic Engagement) Through collaboration with multiple stakeholders[2], the SEA develops a unifying SEL vision statement, which includes a definition of student success that incorporates SEL as integral to promoting equitable academic, community, and democratic outcomes, as well as supporting other key priorities (e.g., career and workforce development and civic engagement).	• State leaders advocate the vision across agencies. • An SEL vision statement cuts across multiple policies and is infused in strategic and budget plans, legislation, board policies, and/or the governor's strategic efforts, including academic development, career and workforce development, civic engagement, or other initiatives. • The SEA communicates the SEL vision to stakeholders through multiple means. • A mechanism exists for reviewing the vision for improvement (CI).	• State leaders buy into and support the vision. • An SEL vision statement includes a state definition of student success that intersects with social, emotional, and academic development in addition to other key priorities (e.g., career and workforce development or civic engagement) and is created with stakeholder input. • The SEL vision is evident in at least one current policy, piece of legislation, and/or strategic plan. • The SEL vision is communicated on a website.	• State leaders are aware of the vision. • An SEL vision statement includes a state definition of student success that intersects with social, emotional, and academic development and is created with limited stakeholder input. • The proposed SEL vision is loosely connected with at least one current policy, piece of legislation, and/or strategic plan.	Not yet started.

1 Important agencies and organizations include: state departments (e.g., health and human services, mental health, juvenile justice), state agencies (e.g., governors, legislators, and state boards), business organizations (e.g., industry groups or chambers of commerce), or community organizations (e.g., parent or education associations).

2 Stakeholders include educators, families, students, and community members.



FOCUS AREA 1 RUBRIC

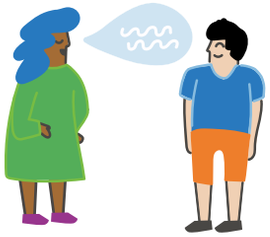
Build Foundational Support and Plan

Activities	4 Advanced; promoting sustainability	3 Developed	2 Planning	1 Not yet started
1.C. Assess SEL Needs and Resources States take time to understand their current context by examining their state-level needs and resources[3] and use this assessment to inform state priorities of systemic SEL – promoting policies and practices that support SEL for all students and removing those that hinder SEL. States share results of these findings with a broad group of stakeholders to help make meaning of the data, create goals, and inform the development of a statewide plan.	• The SEA conducts an SEL needs and resources assessment related to SEL implementation. The assessment includes three to four domains of interest (e.g., funding, resources, policies [both that promote and hinder SEL implementation], a landscape scan, priority issues within the state, or integration with other initiatives). • The SEA shares the assessment findings with stakeholders to help make meaning of the data, create goals, and inform the statewide plan. • A plan is in place for revisiting the needs assessment at regular intervals (CI).	• The SEA conducts an SEL needs and resources assessment related to SEL implementation. The assessment includes only one or two domains of interest (e.g., funding, resources, policies, a landscape scan, priority issues within the state, or integration with other initiatives). • The SEA has a plan to share findings from the assessment with a broad group of stakeholders to help make meaning of the data, create goals, and inform the development of a statewide plan.	• The SEA has a plan to assess the SEL needs and resources across the state. It includes identifying the specific SEL areas of interest that will best promote systemic SEL across the state.	Not yet started.
1.D. Develop a Shared Statewide Plan for SEL that Includes Continuous Improvement A statewide plan articulates and shares broadly the short- and long-term goals aligned to the SEL vision and state strategic plan to support systemic SEL in schools (see the CASEL Guide to Schoolwide SEL) and districts (see CASEL District Resource Center). The SEL plan includes a policy agenda that embeds SEL across SEA priorities and offices and identifies ways to partner with other agencies. The plan includes clear roles, responsibilities, and implementation timelines. The plan also incorporates data collection and analyses from multiple sources[4] to monitor progress toward supporting caring, just, inclusive, and healthy learning environments and students' social, emotional, and academic development.	• The SEA aligns SEL goals with the SEL vision, including short- and long-term outcomes that articulate the statewide conditions to support systemic SEL in schools and districts. The goals are included in state strategic plans or legislation. • The SEA has a policy agenda (aligned with the state's SEL goals) that embeds SEL across multiple SEA priorities[5]. The agenda was developed in collaboration with other agencies (legislators, governor's offices, or state departments). • The SEA incorporates public review and feedback on the plan (CI). • The SEA plans to collect and analyze multiple types of data to monitor and reflect on state-level SEL implementation and progress toward goals. The plans include clear roles, responsibilities, and timelines and are clear on continuous improvement processes (CI).	• The SEA aligns SEL goals to the SEL vision, including short- and long-term outcomes that articulate the statewide conditions to support systemic SEL in schools and districts across the state. • The SEA has a policy agenda aligned with SEL goals that embeds SEL across other SEA priorities (see footnote). • Plans are available for review and feedback from a select group of stakeholders (CI). • The plan includes data collection about the internal work of the SEA to monitor state-level progress (CI).	• The SEA aligns SEL goals to the SEL vision, including short- and long-term outcomes that will support systemic SEL in schools and districts. • The SEA has a policy agenda aligned only with SEL goals.	Not yet started.

3 The needs and resource assessment may include: a state-level funding and resource scan (including philanthropic support). This could include a review of how the state is using federal policies and funding sources to promote SEL (e.g., ARP, ESSA: Title 1, Title II, Title IVA; CTE; HEA; SAMHSA); a state-level scan of the existing educational policies and legislation (that promote and hinder SEL implementation); guidance, professional learning, state funding related to SEL; a landscape scan of SEL implementation and needs in districts and schools; and identification of other efforts (e.g., mental health, trauma-informed practices, PBIS) that may align with SEL.

4 Data (old or new) can include attendance, tardiness, behavior incidents, suspensions and expulsions, GPAs, standardized test scores, school climate indicators, teacher retention rates, SEA implementation processes, professional learning, district or school implementation, and social and emotional competencies and should be able to be disaggregated by subgroup.

5 Priorities can include educator effectiveness, career and workforce development, climate and school safety, and teacher preparation.



FOCUS AREA 1 RUBRIC

Build Foundational Support and Plan

Activities	4 Advanced; promoting sustainability	3 Developed	2 Planning	1 Not yet started
1.E. Communicate SEL as a Statewide Priority A communication plan frames a consistent message from the SEA, including SEA leadership, about the commitment to the SEL vision, goals, strategies, and progress in creating the conditions to support systemic SEL. SEL-related communications to all stakeholders are customized for delivery at regular intervals, using a variety of distribution channels and languages. Communications within the SEA and with external stakeholders are routine and bidirectional.	• SEA leaders consistently and regularly demonstrate and communicate commitment to the SEL-focused vision of student success. • A communication plan is in place, in coordination with the SEA communication team, that has customized messaging and communication for specific stakeholders. • Communication is delivered at regular intervals, using a variety of distribution channels and languages, and provides an avenue for communication back to the SEA. • The SEA has a dynamic SEL-related website. • The SEA collects and analyzes data about the reach of communications to inform improvements (CI).	• SEA leaders demonstrate and communicate commitment to the SEL-focused vision of student success. • A communication plan is in place, in coordination with the SEA communication team, in which messaging and communication is uniform for all stakeholders. • Communication is delivered from time to time, using a variety of distribution channels. • The SEA has an SEL-related website with tools and resources that support evidence-based implementation.	• The SEA has a communication plan to frame and talk about SEL, including the suggested state-level framework (see Focus Area 3). • The plan addresses ongoing SEL implementation efforts (state, district, or school exemplars or practices) and any associated outcomes.	Not yet started.
1.F. Align Human and Financial Resources and Policies to Support SEL *Human resource* practices and policies prioritize adult SEL through recruitment, hiring, support, and retention of SEA employees targeted to support SEL efforts, as well as embedded throughout the work of other SEA staff. *Financial resource* practices secure and allocate federal[6] and state funds for SEL-related work in conjunction with aligned school-based and community-based resources.	*Human resources* • An SEL office or team is in place to coordinate work across offices within the SEA, ensuring SEL is embedded throughout each department and the agency as a whole. • The SEA has human resources practices and policies to support adult SEL through recruitment, hiring, support, and retention of employees who prioritize SEL within their work across offices. *Financial resources* • The SEA has multiple funding streams to support the SEL work at the state-level. • The state has policies and practices that encourage districts and schools to combine and align school-based and community-based resources to support students' social, emotional, and academic development.	*Human resources* • A dedicated, full-time staff person oversees the SEL and SEL-related efforts within the state department, or dedicated time is given to multiple staff across offices (e.g., academics, learning supports, career and workforce development). • Human resources practices and policies at the SEA are being reviewed to support SEL through recruitment, hiring, support, and retention of employees who prioritize social and emotional competencies. *Financial resources* • The SEA has identified targeted funding that will be used to support state-level SEL. • The state has identified federal and state funds that districts and schools can use to support SEL implementation. • The state provides guidance on how schools and districts can flexibly use diverse funding streams (see footnote) to support SEL implementation.	*Human resources* • A staff person oversees the SEL-related efforts, as well as other related efforts within the department. *Financial resources* • The state has identified funding from narrow or single sources for state-level SEL efforts.	Not yet started.

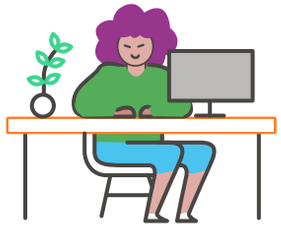
6 Example funding streams include sources from federal sources, including ARP funds, ESSA funds, grant programs across multiple agencies, state funds, and private philanthropy.

FOCUS AREA 2:

Strengthen Adult SEL Competencies and Capacity



Promoting systemic SEL at the state education agency (SEA), across state agencies, and throughout the state fosters and depends upon adults who have social, emotional, and cognitive skills, continuously engage in their own learning, reflect on their own social and emotional competencies, and have the skills to be able to translate their knowledge into effective instruction for students. To fully support all students' SEL, adults need to understand their own biases and expectations, develop awareness of students' cultures and backgrounds, and acknowledge and challenge any inequitable practices and/or policies that can limit or harm the development of children. In addition, adults need the cultural competence to implement SEL equitably. Adult SEL provides opportunities for adults to collaborate effectively with colleagues, youth, families, and communities they serve (building supportive and trusting relationships), as well as model their competencies with others. SEAs, in partnership with other state agencies, communities, and families, should 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. In this document, the term "educator" is used to refer to the leaders, teachers, counselors, and other school-based staff that interact with children in schools and districts.



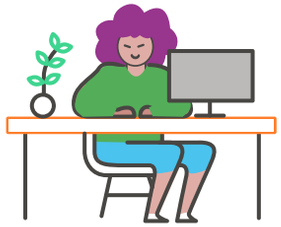
FOCUS AREA 2 RUBRIC

Strengthen Adult SEL Competencies and Capacity

Activities	4 Advanced; promoting sustainability	3 Developed	2 Planning	1 Not yet started
2.A. Develop Staff Expertise on SEL SEA staff across teams (e.g., academics, career and workforce development, and learning supports) focus on developing their SEL competence through professional learning using a variety of capacity-building supports. Staff from other SEA offices, state agencies, governor's offices, state boards, and legislatures engage in professional development to understand their role in integrating SEL into their area of work, learn the value of SEL across agencies, and identify ways in which data can be used to inform their work.	• SEA staff working on SEL engage in capacity-building supports, including fostering learning communities focused on SEL. • Other state agencies, governor's offices, legislatures, and state boards, as well as the SEL working and advisory groups, enact their professional development plan. • The SEA offers foundational capacity-building to new staff members to sustain SEL-related work across the SEA. • The SEA collects data on the professional learning (CI).	• Staff working on SEL enact their professional development plan. • Professional development plans are in place for other state-level staff, including governor's offices, legislatures, and state boards, as well as the SEL working and advisory groups.	• The SEA has professional development plans for staff who are specifically focused on SEL. • Professional learning tools, resources, and support for SEA staff are specifically focused on SEL. A plan is in place or is being developed for other state-level staff, including governor's offices, legislatures, and/or state boards.	Not yet started.
2.B. Create Conditions and Structures for Professional Learning Systems to Promote SEL from PreK through Postsecondary for All Adults Who Work with Youth The SEA provides and/or promotes guidance for multiple forms of professional learning[7] and ongoing support to educators and all adults who work with youth in schools and districts[8]. Strategies for adults to regularly learn from each other and share best practices are encouraged. The SEA designs guidance on evaluating SEL professional learning for utility, relevance, and effectiveness.	• The SEA provides multiple forms of professional learning and ongoing support for all adults who work with youth in schools and districts to support evidence-based, systemic SEL that helps prepare students for life success, (e.g., academic success, meaningful relationships, career and workplace development, or civic engagement) • The SEA provides opportunities for adults to regularly learn from each other and share best practices. • The SEA collects and analyzes data for continuous improvement and uses the information to improve future professional learning (CI).	• The SEA develops and shares with the field at least one form of professional learning experience (see footnote) on SEL and systemic SEL. • The SEA offers guidance about ways to provide ongoing support for all adults who work with youth. • Professional learning experiences include data collection for continuous improvement, based on the goals of the professional learning and the overall SEL vision (CI).	• The SEA is developing professional learning guidance specific to systemic SEL to share with the field. This includes ways to build teachers' capacity to foster students' social and emotional knowledge, skills, and attitudes through academic instruction and curriculum content (including support for culturally relevant instructional practices).	Not yet started.

7 Professional learning is focused on multiple approaches, including online learning modules, train-the-trainer sessions, conferences (including strands at conferences), virtual or in-person coaching, and professional learning communities to promote evidence-based, systemic SEL, and embedded throughout other professional learning programs and supports within the state (e.g., core content, instructional coaching, career counseling, SEL formative assessment).

8 All adults who work with youth should be included, such as cafeteria workers, bus drivers, school leaders, janitors, resource officers, and families.

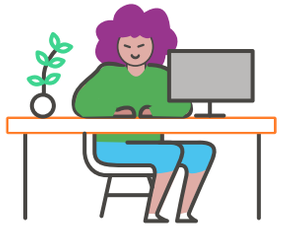


FOCUS AREA 2 RUBRIC

Strengthen Adult SEL Competencies and Capacity

Activities	4 Advanced; promoting sustainability	3 Developed	2 Planning	1 Not yet started
2.C. Create Conditions to Support SEL Across the Educator Pipeline SEAs create policies that develop the competencies and capacities that educators need to support students' social and emotional development across the educator (teacher and leader) pipeline, from preservice to advanced credentials in SEL. This requires SEAs to collaborate with their institutions of higher education (IHEs).	• The SEA creates and implements policies and practices that incorporate adult and student SEL into educator and leadership preparation programs, educator licensure requirements, or accreditation. • The SEA updates professional and leadership standards (including preservice) to include SEL competencies and capacities. • IHEs and the state office focused on teacher and leader preparation are collaborating.	• The SEA is leveraging and building on policies, including state-level credentialing processes (e.g., national board or microcredentials) to support the ongoing professional development of educators. • Guidance documents align current educator pipeline systems with SEL through crosswalks and other tools. • IHEs and the state offices focused on educator and leader preparation are planning together.	• The SEA has identified elements of educator pipeline systems for their alignment with SEL through crosswalks and other tools to be included in guidance documents.	Not yet started.
2.D. Strengthen Adult Social and Emotional Competence and Leadership to Advance SEL Through Collaborations with Districts, Communities, and Families SEAs 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 educator wellness through self-care strategies; and develop positive working conditions[9]. The state collects data (e.g., teacher retention or working conditions data) on policies and practices that promote adult SEL competencies to promote continuous improvement.	*SEA Processes* • The SEA provides opportunities for staff to continuously reflect on and improve upon their SEL competencies and on the agency's working conditions. • SEA staff have opportunities to engage with colleagues, families, and communities. • The SEA collects data to improve SEA working conditions and positive relationships (CI). *Support for Schools and Districts* • The SEA develops or selects professional learning experiences (e.g., online, conferences, webinars) and offers them to promote adult SEL competencies or positive working conditions. • The SEA develops guidance, and tools to promote data collection on adult SEL or positive working conditions in districts and schools (CI).	*SEA Processes* • SEA staff have opportunities to reflect on their SEL competencies or on the agency's working conditions in staff meetings. • The SEA provides some opportunities to build relationships with staff, families, or communities. *Support for Schools and Districts* • The SEA develops and shares with districts and schools policies, guidance, or tools to enhance adult SEL competencies or working conditions, including collaboration with colleagues, families, and community members.	*SEA Processes* • The SEA has started creating opportunities for staff to reflect on their SEL competencies or the agency's working conditions. • The SEA has started creating opportunities for staff to identify strategies to engage with colleagues, families, and the community. *Support for Schools and Districts* • The SEA provides a guidance document to districts and schools that includes information about the importance of adult SEL competencies and conditions to support adult SEL competencies.	Not yet started.

9 Working conditions for educators include opportunities for staff to collectively build supportive professional relationships with staff, families, and communities; regular, dedicated time and space for district and school staff to build community; opportunities to collaboratively reflect and problem solve, share ideas and responsibilities, develop a community of care and a sense of shared purpose, and promote collective decision-making and efficacy.



FOCUS AREA 2 RUBRIC

Strengthen Adult SEL Competencies and Capacity

Activities	4 Advanced; promoting sustainability	3 Developed	2 Planning	1 Not yet started
2.E. Promote Systemic SEL in Districts and Schools SEAs provide policies, guidance, and resources specific to the ways in which districts and schools can flexibly implement systemic SEL in partnership with families and community organizations (for example, see Indicators of Schoolwide SEL and Indicators of Districtwide SEL).	• The SEA creates opportunities for districts or schools (through cohorts or online platforms) that help educators learn and share best practices that promote systemic SEL, including integration with academics, career and workforce development and other initiatives, and meaningful ways to engage communities and families. • Professional learning experiences help educators build better relationships with families and communities to support systemic SEL. • The SEA collects data about implementation of systemic SEL in schools and districts (CI).	• The SEA offers professional learning experiences (e.g., online learning, train-the-trainer sessions, conferences) that provide opportunities for educators to develop understanding about implementation of systemic SEL in partnership with communities and families. • The SEA provides guidance, tools, and resources about ways in which families and communities can engage with educators to support systemic SEL.	• The SEA is developing guidance, tools, and resources specific to the ways in which schools and districts can implement systemic SEL, including providing flexibility to districts to expand where and when learning happens through partnerships with families and community organizations.	Not yet started.
2.F. Promote SEL for ALL Students, Including Throughout Key Educational Priorities (e.g., Academics, Career and Workforce development, Arts, and Civic Life) SEAs provide policies, guidance, and tools to advance equity and excellence through SEL[10]. SEAs ensure there are equitable opportunities for all students to engage in evidence-based SEL that reflects their culture. SEAs use disaggregated data to ensure disparities in implementation quality and student outcomes do not exist.	• The SEA promotes guidance, tools, and resources about strategies to implement SEL that support all young people in reaching their fullest potential. • The SEA develops professional learning experiences for districts or schools (through cohorts or online platforms) to offer educators opportunities to collectively learn, share, and co-construct best practices for evidence-based SEL that support students' cultures. • The SEA examines disaggregated data to analyze root causes of disparities. Various stakeholders are engaged to co-develop policies and practices that advance equity and excellence (CI).	• The SEA offers professional learning experiences (e.g., online learning, train-the-trainer sessions, conferences) that provide opportunities for educators to develop an understanding of how SEL advances equity • The SEA provides extensive guidance, tools, and resources about strategies to implement SEL that supports all young people in reaching their fullest potential. • The state is considering approaches to disaggregate data (e.g., discipline, behavior, climate, or academics) to better understand SEL needs within schools (CI).	• The SEA provides some guidance, tools, and resources identifying ways in which SEL advances equity and helps districts and schools understand key considerations of implementing SEL in a way that supports all young people in reaching their fullest potential.	Not yet started.

10 In the context of SEL, equity and excellence refers to every student—across race, ethnicity, family income levels, learning abilities, home language, immigration status, gender identity, sexual orientation, and other factors—engaging in high-quality educational opportunities and environments that best promote their healthy social, emotional, and academic development. Promoting equity and excellence through SEL means enhancing social and emotional growth for all adults and students, including by providing opportunities to reflect on their own identities, biases, and assumptions; examine and determine their individual and collective agency; reflect on and appreciate diversity when constructing inclusive environments; and responsibly contribute to a more just society. These skills and opportunities help prepare all students to be successful in the workforce, in relationships, and in civic life.

FOCUS AREA 3:

Promote SEL for and with Students



State education agencies (SEAs), in partnership with other state agencies, are critical in creating the conditions for schools and districts to support students' social, emotional, and academic development that prepares them for success in school, work, and life. SEAs should create and/or disseminate effective SEL policies, guidance, and tools that prioritize and promote the implementation of systemic SEL throughout the state. To help schools and districts set the conditions where students can thrive, SEAs should identify or define an SEL framework; articulate competencies (or SEL standards); provide knowledge and tools about the selection, implementation, and continuous improvement of evidence-based programs and practices; align SEL to other strategic efforts; and encourage family and community partnerships.



FOCUS AREA 3 RUBRIC

Promote SEL for Students

Activities	4 Advanced; promoting sustainability	3 Developed	2 Planning	1 Not yet started
3.A. Identify or Develop an SEL Framework and Support[11] Implementation of PreK-12 (or Adult) SEL Competencies, Standards, or Learning Goals SEAs create high-quality SEL competencies[12] (or standards) from PreK–12 (or adulthood) that represent what students should know and be able to do. Ongoing communication and professional learning build state and educator capacity for aligning SEL within the PreK–12 education system.	• The SEA posts and disseminates an SEL framework and related SEL competencies/standards (see footnote) that are ready for adaptation by local communities. • The SEA establishes communications, implementation guidance, or professional learning on SEL competencies/standards (see other focus areas). • SEL competencies/standards are connected and aligned to priorities that promote success in school, career and workforce development, relationships, and the community. • Stakeholders provide feedback on SEL competencies (CI).	• The SEA drafts SEL competencies/ standards (see footnote) for adaptation by local communities. • The SEA plans to create communication plans, implementation guidance, or professional learning on SEL competences/ standards (see other focus areas). • The SEA is using a process for receiving feedback from stakeholders on drafted SEL competencies/ standards (CI).	• The SEA has identified an SEL framework and has started drafting SEL competencies/standards.	Not yet started.
3.B. Promote and Support Adoption and Implementation of Evidence-Based Programs and Practices SEAs provide policies, guidance, or tools to districts and schools on how to review and select evidence-based SEL programs and practices (see CASEL Program Guide) and collect and use data to monitor implementation and outcomes. The SEA also encourages flexible SEL implementation (while still keeping key elements) that responds to local needs while meeting the shared vision of student success.	• The SEA provides training or technical assistance on how to review, adopt, implement and adapt evidence-based programs and practices. • The SEA's policies, guidance, or tools include information about the support educators need, including showing how to collect and analyze data on SEL implementation and outcomes as districts and schools monitor progress of evidence-based programs and practices. • The SEA used stakeholder feedback to revise its guidance or tools (CI).	• The SEA has or recommends policies, guidance, or tools that help districts or schools think about how to review, adopt, implement, and adapt (while still keeping key elements) high-quality evidence-based programs and practices that are culturally responsive and meet local needs. • The SEA has used a process for receiving feedback from stakeholders on guidance or tools (CI).	• The SEA is developing or suggests guidance or tools to show districts and schools how to review, select, and implement evidence-based programs and practices.	Not yet started.

11 SEAs can support high-quality implementation by creating the policies, practices, guidance, and tools seen throughout the State TOA.

12 SEL competencies that are high-quality are standalone, comprehensive, developmentally appropriate, and culturally responsive for adaptation by local communities. SEL competencies are aligned and integrated with academic standards, career and workforce development standards (and other organizing frameworks such as portraits of a graduate), and informed by key stakeholders (teachers, families, and communities).



FOCUS AREA 3 RUBRIC

Promote SEL for Students

Activities	4 Advanced; promoting sustainability	3 Developed	2 Planning	1 Not yet started
3.C. Promote SEL Integration with Academic Standards and Other State- and School-Based Frameworks Building on Focus Area 1, where SEAs identify areas for possible SEL alignment, SEAs create policies, guidance, and tools[13] to more intentionally integrate SEL across the work of the SEA, including with academic standards and other state- and school-based frameworks[14] (e.g., career and workforce development standards, employability skills, entrepreneurship, profiles/portraits of a graduate).	• The SEA provides training or technical assistance on how to align SEL with academic instruction and with other frameworks. • The SEA has guidance or tools to help districts and schools integrate SEL with more than one framework. • The SEA develops guidance or tools in collaboration with offices across the SEA. • The SEA revises the guidance or tools based on feedback from stakeholders (CI).	• The SEA has guidance or tools to help districts and schools align SEL with academic instruction. • The SEA has guidance or tools to help districts and schools integrate SEL with at least one other framework. • The SEA develops guidance or tools in consultation (e.g., obtained feedback) with other offices. • The SEA has a process for receiving feedback from stakeholders on guidance or tools (CI).	• The SEA is developing policies, guidance, or tools to help districts and schools align SEL with academic instruction. • The SEA is developing guidance or tools to help districts and schools integrate SEL with at least one other framework.	Not yet started.
3.D. Develop and Strengthen Family and Youth Partnerships Through Policies, Systems, and Supports SEAs ensure families' and students' voices are present in state SEL efforts in two ways. First, families and students are brought into the SEL-related work at the state level (e.g., serve on working or advisory groups) so they understand, experience, inform, and support the work. Second, SEAs provide districts and schools guidance, tools, or resources to encourage districts to prioritize positive, authentic staff-family-student relationships on SEL-related work (e.g., such as engaging families and students around SEL programs and practices).	*SEA process* • The SEA has sustained opportunities and structures to engage families and students to inform and contribute to aspects of the SEL work. • The SEA receives and uses input from families and students on best ways to engage them (CI). *Support for districts and schools* • The SEA provides training or technical assistance o how to engage families and students around SEL efforts, which could include reflecting on data to monitor SEL implementation and outcomes. • The SEA revises guidance or tools based on feedback from families and students (CI).	*SEA process* • The SEA offers opportunities and structures to engage families and students to inform and contribute to aspects of the SEL work. • The SEA is receiving input from families and students on the best ways to engage them (CI). *Support for districts and schools* • The SEA has guidance or tools for supporting schools and districts in engaging families and students around SEL efforts, which could include reflecting on data to monitor SEL implementation and outcomes. • The SEA has a process for receiving feedback from stakeholders on guidance or tools (CI).	*SEA process* • The SEA is identifying opportunities and structures to engage families and students to inform and contribute to aspects of the SEL work (e.g., surveys, advisory groups, communication mechanisms). *Support for districts and schools* • The SEA is planning to develop guidance or tools for supporting schools and districts in engaging families and students around SEL efforts, including programs and practices, which could include reflecting on data to monitor SEL implementation and outcomes.	Not yet started.

13 Policies, guidelines, and tools can include such things as crosswalks, example lessons, curricular alignments, implementation guidance, sample activities, framework comparisons, research briefs, sample model policies, and process tools.

14 Other frameworks include career and workforce development, school climate, civic engagement, school safety, discipline, MTSS, PBIS, trauma-informed practices, school improvement, educator effectiveness, special education, mental health, and character education.



FOCUS AREA 3 RUBRIC

Promote SEL for Students

Activities	4 Advanced; promoting sustainability	3 Developed	2 Planning	1 Not yet started
3.E. Develop and Strengthen SEL-Related Community Partnerships SEAs ensure community voice is represented in state SEL efforts in two ways. First, SEAs regularly create opportunities with community organizations, business leaders and employers, 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.	*SEA process* • The SEA has sustained opportunities and structures to engage community partners to inform and contribute to aspects of the SEL work. • The SEA receives and uses input from community partners on best ways to engage them (CI). *Support for districts and schools* • The SEA has guidance or tools for supporting schools and districts in engaging community partners around SEL efforts, which could include reflecting on data to monitor SEL implementation and outcomes. • The SEA revises guidance or tools based on feedback from community partners.	*SEA process* • The SEA offers opportunities and structures to engage community partners to inform and contribute to aspects of the SEL work. • The SEA is receiving input from community partners on the best ways to engage them (CI). *Support for districts and schools* • The SEA has guidance or tools for supporting schools and districts in engaging community partners around SEL efforts, which could include reflecting on data to monitor SEL implementation and outcomes. • The SEA has a process for receiving feedback from stakeholders on guidance or tools (CI).	*SEA process* • The SEA is identifying opportunities and structures to engage communities to inform and contribute to aspects of the SEL work, including identifying possible community partners. *Support for districts and schools* • The SEA is planning to develop guidance or tools for supporting schools and districts in engaging community partners around SEL efforts, which could include reflecting on data to monitor SEL implementation and outcomes.	Not yet started.

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 to improve the learning environments for all students. State and local leaders have the opportunity to leverage current data systems to support the social, emotional, and cognitive development of students. They also have the opportunity to improve on and expand the measures districts and schools use to monitor and continuously improve efforts. Continuous improvement is embedded throughout the State TOA because continuous improvement should be an inherent part of the process – from developing the continuous improvement plan (Focus Area 1) to collecting data for improvement when developing adults' capacity and competencies (Focus Area 2) and supporting students' social and emotional development (Focus Area 3). States have vast amounts of data they should use for continuous improvement, and ideally the need for new student data will be minimal. However, it will be important to collect, analyze, and reflect on process data at the state level to understand how states are progressing on their SEL efforts and supporting districts and schools. Further, states ideally should provide policies and guidance on the value of analyzing a wide spectrum of data (e.g., academics, behavior, climate, absenteeism, and social and emotional skills) to inform and refine SEL implementation while adhering to the established foundational vision (see, for example, **Encouraging Social and Emotional Learning in the Context of New Accountability**).





FOCUS AREA 4 RUBRIC

Practice Continuous Improvement

Activities	4 Advanced; promoting sustainability	3 Developed	2 Planning	1 Not yet started
4.A. Develop Policies, Tools, and Resources to Support Continuous Improvement at the Local Level SEAs develop policies, tools, resources, and support for districts and schools to implement a continuous improvement strategy throughout their SEL efforts[15]. SEAs also support schools and districts to collect and report on SEL and related efforts (e.g., school climate) to help district and school teams examine progress and challenges.	• The SEA provides training and technical assistance to help schools and districts create evaluation plans for continuous improvement. This includes how to identify, collect, analyze, report, and reflect on SEL-related outcome and implementation data, and using that data to create and revise their SEL plans to ensure success for all students. • The SEA provides training and technical assistance to help schools and districts promote equity and excellence through continuous improvement[16]. • The SEA provides data reports on SEL-related data to schools and districts, disaggregating data as appropriate to ensure equitable implementation and outcomes of SEL efforts. • The SEA revises its guidance or tools based on feedback from community partners.	• The SEA develops guidance or tools (e.g., process tools or actual measures) showing schools and districts how to use data for continuous improvement, including how to identify, collect, analyze, report, and reflect on SEL-related outcome and implementation data to revise and create SEL plans based on data. • The guidance includes information about how to include as many voices as possible in data collection and reflection. • The SEA is receiving feedback from stakeholders on guidance or tools.	• The SEA is planning guidance or tools (e.g., process tools or actual measures) showing schools and districts how to use data for continuous improvement, including how to identify, collect, analyze, report, and reflect on SEL-related outcome and implementation data to revise and create SEL plans based on data.	Not yet started.
4.B. Report and Reflect on Data SEAs compile relevant implementation (e.g., professional learning, number of cross-sector meetings) and outcome data (e.g., applied learning), specifically on their own processes and outcomes, disaggregating data as appropriate. SEAs establish norms that promote a safe environment for reflecting on data and recommend a structured protocol to help guide the process, ensuring multiple voices are brought into the conversation.	• The SEA collects data identified in the SEL plan to document state-level efforts within the timelines. • The SEA reviews and reflects on implementation or outcome data related to the state-level SEL efforts. • The state disaggregates, as appropriate, the data identified in the SEL plan to ensure successful SEL implementation for all students. • The SEA examines implementation or outcome data over multiple years to identify trends and longer-term outcomes. • The SEA uses a data reflection protocol, ensuring that multiple voices are brought into the conversation.	• The SEA collects some data identified in SEL to document state-level efforts. • The SEA reviews and reflects on some implementation or outcome data related to the state-level SEL efforts. • The SEA reviews implementation or outcome data during the year. • The SEA uses a data reflection protocol.	• The SEA is considering data identified in SEL programming to ensure appropriate data is being and has been collected to support state-level SEL efforts. • The SEA is reviewing the data identified in the state-level SEL plan to ensure an appropriate analysis plan exists. • The SEA is developing data reflection protocols.	Not yet started.

15 Continuous improvement guidance could include, for example, states developing guidance or tools on how schools and districts can plan to use data for continuous improvement, including how to identify, collect, analyze, report, and reflect on SEL and SEL-related data, including both outcome data (e.g., student social and emotional competencies, absenteeism) and process data (e.g., implementation of evidence-based programs).

16 Equity training on data includes showing how to disaggregate data and how to develop communication strategies with their own key stakeholders (e.g., families, students, staff, community partners).



FOCUS AREA 4 RUBRIC

Practice Continuous Improvement

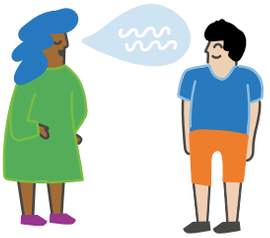
Activities	4 Advanced; promoting sustainability	3 Developed	2 Planning	1 Not yet started
4.C. Action Plan and Share SEAs regularly use conclusions from data reflection with multiple stakeholders to determine next steps, create action plans, and/or revise the plans established during Focus Area 1. SEAs share the information with key stakeholders, who should be engaged in any planning efforts.	• The SEA regularly uses conclusions from data reflections to determine next steps and create action plans. • Stakeholders are actively involved in the process to create next steps and action plans for state-level work.	• The SEA uses conclusions from data reflections to determine next steps and create action plans. • The SEA shares results with some stakeholders.	• The SEA is developing action planning protocols for state-level plans.	Not yet started.

APPENDIX A.

State Theory of Action's Four Focus Areas and 20 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.

APPENDIX B.

Systemic, State-Level SEL Logic Model

Processes

Inputs and Key Actors	Activities	Outputs
Material and Human Resources • Federal and state funds • Cross-agency committees or children's cabinets/agencies • Professional learning **Key Actors** • Commissioner • SEA staff • Legislators • Governor's offices • Educators (including support staff and professional organizations) • Students • Families • Community members • Business community and employers • Other state agencies (e.g., health and human services, labor, homeland security) • CASEL and other national experts • Institutions of higher education	**Key Activities** • Build foundational support and plan for SEL • Strengthen adult SEL competencies and capacity • Promote SEL for students • Reflect on data for continuous improvement **Cross-cutting activities** • Collaborate to align efforts across state agencies • Collaborate with stakeholders across the state for authentic, culturally relevant SEL • Execute communication and implementation plans • Develop polices and guidelines • Allocate resources and funding equitably and efficiently • Develop technical assistance and professional learning for successful implementation • Collect, analyze, and reflect on data for continuous improvement	• Legislation, executive orders, board-approved efforts • Regulatory and non-regulatory guidance to support such strategies • Implementation and communication plans • Human and fiscal resource commitments • PreK to Grade 12 adult competencies or standards • Implementation guidelines, including alignment and coherence documents • Professional learning and technical assistance • Data analysis models and improvement strategies

To support states to develop their state-level policy and practices, CASEL (through its CSI) offers the following four approaches:

1. **Community of practice to inspire states.** This includes individual coaching to states; regional and national convenings; access to reports, tools, and webinars; and engagement in other peer-to-peer learning.
2. **Deeper work at the state level.** For example, CASEL staff works with SEAs to develop guidance, tools, or resources; convene leaders across agencies to support SEL; or provide additional coaching and collaborative support on a deeper problem of practice (e.g., integration with academics, career and workforce development, and professional learning).
3. **Deeper work with states to translate policies into practices.** This includes working with individual states to develop and refine their technical assistance model for serving regional centers, districts, or schools. For example, a state may work with CASEL to develop SEL institutes or in-state district collaboratives.
4. **Deeper work with states to research the influence of state policies and practices.** This includes forming research-practice partnerships with states to develop a research agenda around their SEL policies and practices.

Outcomes		
State Outcomes/Indicators	**District/School Outcomes**	**Classroom-Teacher and Student Outcomes**
• Shared ownership for SEL across SEA • SEL embedded in state systems and structures • Sustained commitment to SEL • SEL communicated as a key indicator of success • Socially, emotionally, and culturally competent and collaborative staff • Systemic SEL implemented at districts and schools • Youth voice, engagement, and sense of belonging • Authentic family partnerships • Engaged community partnerships • Systems for SEL continuous improvement	• Increased perceptions by educators across the state that SEL is a priority (because the state is communicating in many ways that it is) • Increased interest in and support for systemic, evidence-based SEL • Increased access of districts/schools to state tools and resources • Increased use of local, state, and federal funds to support SEL • Improved implementation of districtwide or schoolwide SEL • Increased engagement by educators for professional learning to support SEL • Increased capacity and confidence by staff that they are equipped to effectively advance systemic, evidence-based SEL • Increased student voice across school and district initiatives • Improved perceptions of school climate by students, teachers, and families	**Short-term** • Increased high-quality culturally relevant SEL implementation for all students • Increased number of teachers and career counselors with credentials or knowledge of culturally relevant SEL • Improved health and retention of teachers and other adults • Improved social and emotional competence of students and teachers • Improved relationships (among staff, among students, between staff and students) • Improved student engagement • Improved agency of students • Decreased discipline referrals and incidents **Long-term** • Improved academic outcomes for students (e.g., attendance, absenteeism, graduation, engagement) • Sustained positive climate, attendance, and discipline gains • Improved college and career outcomes for students • Improved workforce outcomes • Improved life outcomes • Increased civic responsibility and engagement by adults and students • Improved family and community engagement