

Focus Area 1
Build Foundational Support and Plan

Focus Area 2
Strengthen Adult SEL Competencies and Capacity

Focus Area 3
Promote SEL for Students

Focus Area 4
Reflect on Data for Continuous Improvement

ay for sustaining SEL implementation and send a strong message that SEL

quality implementation looks like, WHY it's important, WHEN to engage in the [PROCESS](#) page for step-by-step guidance on how to engage in the al tools to support your efforts.

Support SEL?

on, and sustainability of SEL, districts need to align both financial and

- Financial resources refers to funding, both internal and external, that your district allocates to support SEL leadership, professional development, curriculum/programs, and other aspects of SEL implementation. By committing funding, your district signals its recognition of the benefits of SEL for students. A robust funding strategy also ensures that SEL efforts can survive changes in leadership, politics, and the economy.
- Human resources are dedicated, skilled, and knowledgeable staff who represent the diversity in your district and drive SEL implementation. This includes a highly-skilled district lead for SEL, as well as SEL team members and coaches who provide expert guidance and professional learning to schools. In addition to a central office team, SEL implementation will rely on school leaders and teachers who are proficient in SEL. Leaders and coaches in other areas in the district, such as instructional coaches, are also key to implementing high-quality SEL. Finally, part of aligning human resources to support SEL is creating policies and procedures that support finding and recruiting staff and teachers who will support your mission of implementing SEL.

These two types of resources are intertwined: Your funding ensures your district's capacity to staff for SEL, and your plans regarding staffing and training inform your operational budget.

When resources for SEL are well-aligned:

A strong long-term budget and plan for equitable SEL funding meet the needs of all schools.	Funding comes from diversified sources as part of a budget to roll out, adequately staff, support, and sustain ongoing SEL implementation for all students.	District human resources practices embed SEL considerations into candidate screening, hiring, evaluation, and employment policies at the district and school levels.	District and school job descriptions highlight the importance of modeling SEL competencies and include SEL as an expected competency for job candidates, and attention is paid to the diversity of background in candidates and hires.
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Use the [Rubric](#) to assess how well your district has aligned financial and human resources for SEL.

Why is it necessary to align resources to support SEL?

Dedicated, long-term funding is critical to the success of SEL in your district. Providing training, coaching, and

supervision to develop the expertise to change classroom practice is both technically demanding and expensive. Without adequate and stable funding, your district will not be able to sustain a team of high-quality, well-trained employees to guide and provide professional development, coaching, and support to principals and teachers. Even a small-scale launch will fail without dedicated financial resources. And once the initiative is launched, your district will need to continue to apply supports at the school, classroom, and community levels to ensure long-term, systemic implementation of SEL.

A key component of your SEL budget will be to fund the staff needed for high-quality implementation. This includes a leader who will plan and advocate for SEL. This SEL lead, along with a support team, ensures that SEL retains its place in the district's strategic plan and budget. This district-level SEL team works with district and community leaders, professional developers, coaches, curriculum and instructional leaders, and other stakeholders to communicate and educate others about SEL and to collaborate on integrating SEL into their practice, professional development, and the like.

In addition to its district-level work, the SEL team is crucial to the implementation of SEL in the school and classroom. SEL coaches and specialists provide leadership teams and teachers with the training and resources they need to incorporate SEL into instruction, policies, and practices. For an example of how one district clarified how SEL staff support the district's goals and strategic plan, see Austin Independent School District's [SEL Department and Specialist Logic Model](#).

There's another important reason to align your resources for SEL: By dedicating necessary financial and human resources to SEL, your district sends a strong message to teachers, parents, district and community leaders, and other stakeholders that SEL is a priority that is here to stay.

When should my district align and develop resources to support SEL?

Your district may want to align and develop resources:

- After gaining support for SEL among district leaders. Once you've outlined a district plan for SEL, you're ready to begin assessing and aligning your roll-out and implementation plan with your financial and human resources.
- Before committing to large-scale implementation or launching a major fundraising campaign. Recognize that it takes time to increase the expertise of newly hired staff and that they may need weeks or months of training and professional learning to completely fulfill the roles in their job descriptions. This is particularly the case if these staff are new roles to the district, so you'll want to ensure you've planned enough time to hire and onboard these staff to support implementation efforts.
- Before seeking major grants and external partners. While grants and external partners may factor into your budget and staffing, it's important to develop an initial plan that demonstrates aligned resources. With a financial and staffing strategy in hand, you'll be able to communicate more effectively to external funders how you intend to use their support to achieve SEL outcomes and that you're committed to matching their support with both staffing and internal financial resources.

Budget and staffing plans should be reviewed annually. It is part of the process of developing or revising SEL goals and an action plan for the coming year.

Who needs to be involved?

To align financial and human resources to support SEL, you need to develop a full grasp of the programming, professional learning, and costs needed to support implementation, as well as any potential new funding sources for SEL.

Here are some of the people you'll likely need to involve:

- SEL leads and teams
- Superintendent (for more about the Superintendent's role, see [the Essentials](#) here)

- Chief financial officer
- Chief human resources officer
- Chief academic officer and/or curriculum and instruction leads
- Professional development leadership
- District fund development staff
- Representative principals and principal supervisors (to get an understanding of site needs and costs)

▼ Go Back

Focus Area 1

Build Foundational Support and Plan ▼

ing a strong long-term budget and plan for equitable SEL funding to meet sources practices that embed SEL considerations into candidate screening, it the district and school levels. Use the [Rubric](#) to assess your current level

Focus Area 2

Strengthen Adult SEL Competencies and Capacity ▼

Focus Area 3

Promote SEL for Students ▼

Resources to Support SEL and for Aligning Human Resources to Support

Focus Area 4

Reflect on Data for Continuous Improvement ▼

Support SEL:

financial resources needed for SEL implementation.

Budgets for SEL implementation are typically limited, and it's common for districts to underfund their SEL initiatives. When this happens, districts may find they're unable to support implementation.

It might be useful to review how other school districts budgeted for and rolled out SEL. We have documented how four school districts used different strategies in their first years of implementing SEL across all schools and grade levels. For each district, we have a brief case study and a multi-year budget.

- [Austin Independent School District](#)
- [Chicago Public School District](#)
- [Washoe County School District](#)
- [Wheaton-Warrenville Community School District](#)

Use our [cost estimator](#) to see what your district's costs might be if you adopt a budget model similar to that of Austin, Washoe County, or Wheaton-Warrenville.

All four study districts began with their vision for what SEL would look like in classrooms and schools before they put together an implementation plan. ([Developing a shared vision](#) should be your first step as well). They developed annual budgets for the first two years by iteratively building implementation models with cost in mind. SEL leads, design teams, and advisory committees held fast to their vision as a guide for implementation planning. Most required development of funding streams that were larger than the initial planned allocation, particularly in years three to five of the SEL initiative. All four SEL leads brought together broad, diverse groups of stakeholders on design teams or advisory committees. This helped to broaden SEL beyond the SEL department, which increased ownership of SEL throughout the district, avoided SEL being perceived as an isolated element in schools, and increased the odds of SEL sustainability.

Rapidly deploying introductory SEL training and engaging a group of early adopters at a deeper level helped build early support. In Austin Independent School District they rolled out SEL over a span of years, involving additional vertical school team cohorts each year. Seeing the impact on neighboring schools in the district, some principals whose schools were still one or two years away from beginning SEL implementation asked if they could use their own site funding to purchase evidence-based programs and participate in district SEL professional development right away. After demonstrating gains in initial years, the SEL lead in Chicago felt she had developed the "firepower" to request a significant budget allocation to hire 14 new SEL coaches needed to spread SEL to all elementary schools. The approval and allocation of funding for the coaches starting in year three demonstrated district support at the highest levels.

2. Identify areas in your district's current budget and priorities that may support SEL

implementation.

Consider the context. As you plan your new SEL initiative, begin by considering what kinds of resources are or will be available and how the initiative will compete with existing priorities and initiatives already underway. The following questions can guide this discussion:

- What is your district's budget?
- How are you funding top priorities?
- Are dedicated funding sources available for SEL?
- How long will those sources be available?
- How are you using them now?
- To what extent are you already advancing SEL in your district? If so, how and by whom?
- Can SEL replace or supplement similar efforts? Does implementing SEL eliminate or reduce the need for something else? For example, SEL is commonly intertwined with Multi-Tiered Systems of Support (MTSS), Response to Intervention (RTI), and Positive Behavior Intervention and Supports (PBIS). Staff often operate these programs under the SEL umbrella. As SEL is integrated with many other departments, districts that are just getting started should consider restructuring or perhaps integrating current departments under SEL.

3. Estimate the cost of SEL implementation for your district.

Refer back to the SEL strategy you have developed so far (see [Shared Vision and Plan](#) and/or your [Districtwide SEL Action Planning Workbook](#)), which includes your vision, goals, review of existing SEL-related efforts, planned action steps, and aligned evaluation plan. To estimate the cost of carrying out this work, you'll want to consider

- The total number of students and schools served by your districts.
- Programming, curriculum, materials, professional learning, coaching, and other services that may be needed to support SEL.
- Resources needed to expand and sustain SEL long-term.
- Resources to ensure that the SEL needs of all schools are equitably addressed.
- Staff to direct, coordinate and continuously improve districtwide SEL strategy.
- Staff to provide ongoing SEL implementation support and technical assistance to schools.
- Staff to support SEL-related data collection and analysis.
- Administrative supports.

By analyzing the budgets of 3 of our district partners that have employed different SEL implementation strategies, we built a [cost estimator](#) to help you estimate what your SEL implementation costs might be.

Most districts find that the biggest cost of SEL implementation is staffing. As you're analyzing your budgetary needs, you'll need to factor in the costs of new staff. Similarly, if you have budgetary limitations, you may need to rethink how you will leverage your current staff to support SEL.

Some strategies will fit your goals and cost constraints better than others. The following questions, in the context of your district's SEL goals, may help guide your reflection and decision-making:

- What's more important: breadth or depth of SEL implementation?
- Are some components more vulnerable to cuts or attrition? For example, what happens when trained and experienced staff leaves?

- Can you allocate resources to reproduce long-term professional development at lower cost?
- Are there one-time investments that present an opportunity for greater financial sustainability over the long term?
- How will a particular strategy be impacted if funding is cut or leadership changes?

Don't forget to consider costs over time. Because it is usually not feasible to implement SEL at all grades and schools simultaneously, district leaders must develop a phased-in implementation plan. They must ensure the phased-in implementation model doesn't become simply a pilot in which interested schools volunteer or low-performing schools are required to participate. A multiyear phase-in plan should be made public and the timeline adhered to so that all schools are engaged within a reasonable amount of time, typically two to five years. When designing a phase-in plan, consider the depth and breadth of implementation over time.

For example:

- [Austin Independent School District](#) used a five-year phase-in approach through which schools received in-depth professional development and on-site coaching, generally starting with the use of an evidence-based SEL program and expanding to include school culture, school climate, and integration.
- [Washoe County School District](#) started with two years of broad introductory work across the district and worked with a group of pilot schools. The district then developed a two-year phase-in, with five cohorts of schools receiving professional development for school site SEL leadership teams, including an evidence-based SEL program and professional development modules for the leadership team to provide to all staff.
- [Wheaton-Warrenville](#) took two years to provide 11 professional development modules at all 20 school sites simultaneously. Principals delivered the training.

4. Work with your SEL leadership group to analyze costs and build a budget for SEL implementation.

The [SEL budget planning tool](#) is a three step template that will help you to compare budget-related tradeoffs of different implementation strategies, draft your district's SEL budget, and discuss and adjust your budget with your broader team.

If your SEL leadership team does not have a member who is fluent with the school district budget and spreadsheets, it's strongly recommended that you invite your chief financial officer or someone from the budget department. Involving your chief financial officer early in the SEL planning process will improve your plan and will help you build sustainable strategies into your multi-year effort.

5. Establish multiple, diversified sources for funding.

Large-scale initiatives take time to achieve student outcomes. Although other important district- or school-level outcomes may be achieved sooner, districtwide initiatives take a minimum of three to seven years to realize demonstrable student results. Large-scale initiatives are often funded, completely or in part, by external grants from a single private donor, foundations or public source. External funding provides an initial influx of money that districts can use to hire new staff or reassign current staff, provide new or expanded programs and services, or provide technical assistance or training to staff. With well-documented academic, mental health, college and career, and other outcomes, SEL is a school reform priority of tremendous interest to local, regional, national funders, including individual donors, philanthropic foundations, research organizations, and government agencies.

But this funding comes with strings. Although grants and donations often have a positive impact on the district's work, they are available for a limited number of years. The inherent challenge for districts is that even with multi-year grants, external funding will eventually change or end altogether, often before districts can show desired student-level outcomes. Without such funds, SEL programs and staff are vulnerable to cuts unless the district raises new funds, absorbs program expenses into the district's operating budget, and/or reallocates general education funds toward SEL.

Thus, while the first Collaborating Districts Initiative partners received a grant from NoVo Foundation to help launch their SEL initiatives, district leaders, and especially the SEL directors, began thinking about affordability and sustainability very early.

New funding sources may include:

- **Federal and state grants:** School districts have experienced success in writing proposals targeted toward SEL implementation, as well as integrating SEL into another content area. For example, a plan for improving mathematics achievement may include SEL as one of the interventions. Building partnerships among cabinet level leaders to co-write proposals is an excellent strategy. Useful resources include; CASEL's [policy brief on investing in SEL using funds from the American Rescue Plan](#), RAND's [Social and Emotional Learning Interventions under the Every Student Succeeds Act](#), and George Washington University's Center on Education Policy's [Guide to Federal Education Programs That Can Fund K-12 Universal Prevention and Social and Emotional Learning Activities](#).
- **Philanthropic fund development:** While many districts have support for grant-writing and federal and state projects, few have a department to support raising funds from foundations and donors. Partnering with your local educational foundation, civic groups, community foundations, and municipal funding collaboratives is a great way to begin your journey in philanthropic work. Often your superintendent and board members will know of donors and foundations who may be interested in [funding SEL](#).

Determine when to approach external funders. Some funders may want to support the early adoption of SEL while others may want to wait for results from an initial pilot. Some funders may want to support organizations that partner with your district rather than the district itself. Your district fund development staff should be able to offer insights.

Our Collaborating Districts Initiative partners generated interest with potential funders in different ways:

- They engaged local leaders to cultivate relationships with funders. Here are some sample fund development event invitations:
 - Sacramento City's [Sample Fundraising Invite Featuring Student Work and Community Leader Breakfast and Roundtable Discussion](#)
 - Washoe County's [Sample Fundraising Event Invitation with Multiple Outside Experts](#)
 - Atlanta Public School's [Sample Fundraising Event Invitation with Outside Expert](#)
- They demonstrated the value of SEL to potential funders with media coverage of SEL in their district, or with videos that showed SEL in action. Materials you develop for [SEL-related communications](#) or to [build district expertise](#) may support these efforts.
- They regularly shared successes and outcome data with funders. For example, Austin and Washoe County collaborated with district research/ evaluation/ assessment/ accountability leaders to develop measures, tools, and systems for assessing school site implementation and outcomes. Austin developed a tool for schools and the district to annually measure the depth of SEL at each site, and published some initial studies of student outcomes on its website. Washoe County includes measures of student SEL competence on its annual student climate survey.
 - [Austin SEL Impact Data Summary](#)
 - [Washoe County's SEL Data story links SEL to positive student outcomes](#)
- They scheduled site visits so funders could see SEL in action. Sherrie Raven, Austin's SEL Director from 2011-2016, shared, "All funders will tell you that the site visit makes the biggest difference in their funding decision. Seeing SEL in action, along with meeting teachers, kids, and principals, is vital." Several districts developed SEL demonstration schools that community members, donors, and other school districts can visit to see SEL in action on a consistent basis.

Here are some useful resources for identifying external public and private funding:

- [The Three Highest Priority Investments to Make in SEL with American Rescue Plan Dollars](#)– This policy brief from CASEL shares recommendations for how state and local policymakers and district leaders can prioritize

ARP funds for SEL, and includes details on funding eligibility for each kind of SEL investment.

- [Social and Emotional Learning Interventions under ESSA](#) – This free eBook from RAND discusses the opportunities for supporting SEL under the Every Student Succeeds Act (ESSA), the standards of evidence under ESSA, and SEL interventions that meet the standards of evidence and might be eligible for federal funds through ESSA.
- [Supporting Social-Emotional Learning with Evidence-Based Programs](#) – This resource from the Annie E. Casey Foundation is a guide for funding evidence-based SEL programs for district administrators, funding partners, and providers. Includes examples and strategies for funding, implementing, and sustaining.
- [30+ Funding Resources to Implement SEL](#) – This article from Classroom Champions provides information on federal resources, demographic-specific funding, nationwide grants, crowdfunding sites, and community funding resources outside the educational arena.
- CASEL Webinars on Funding for SEL – See our 2020 webinar on [funding streams for SEL](#) and a 2015 webinar about [philanthropic funding for SEL](#).
- [Tips and Resources for Funding an SEL Program](#) – This 2016 article shares examples of local, state, and federal funding opportunities along with practical recommendations for making a strong case for your initiative.

6. Propose a final SEL budget for approval (if needed).

If you're developing an SEL budget apart from your annual district budget process, determine which leaders need to approve the budget for implementation to begin. Determine if you need to communicate your SEL budget and human resources decisions to the district or school leaders.

7. Assess the stability of funds at least annually.

Conduct an annual risk assessment of funds and staff positions that support SEL. Are any grants ending? Are any leadership or political changes threatening to pull funds away from SEL? Are any staff cuts expected?

- If you are losing funds in the next two years, repeat the steps in this process to identify new funding resources that could fill budget shortcomings.
- If your funds are at risk due to leadership changes, leverage any partnerships with other districts with SEL expertise and civic and social service organizations to increase SEL advocacy to district and city officials. Increase communication internally and in public forums to share positive outcomes of SEL for students in your district.

8. Maintain effective communications.

Through the process, you will want to communicate the importance of these investments regularly with all key stakeholders: board, staff, parents, community members, and funders. Make the case for SEL. Be transparent about your spending assumptions—why you are making the investments, how they fit into your overall strategic plan, and what stakeholders can expect and when. Create opportunities for multiple stakeholders to be involved in creating your SEL budgets; teachers, staff, parents, and other stakeholders often are more effective messengers than districts leaders, especially with their peers and colleagues.

You can find general communication advice [here](#) in Focus Area 1.

Some useful communications resources related specifically to funding include:

- [The Economic Value of Social and Emotional Learning](#) – Researchers examined the use of six evidence-based SEL programs, and found, on average, that every dollar spent yielded \$11 in benefits.
- [The Case for SEL](#) – This presentation provides a library of slides with research on SEL, which you can customize and use to introduce the importance of SEL to staff, community partners, families, potential funders, and other stakeholders. In the notes section, you'll see talking points to help you plan a presentation.
- [Benefits of SEL](#) – CASEL's page summarizing research documenting the impact of SEL and support for SEL.

Align Human Resources to Support SEL:

1. Identify highly-qualified, diverse staff to lead and support SEL implementation.

While staffing may vary across districts, it is critical to engage or recruit an SEL lead or director to oversee implementation and drive forward the district's vision for SEL. This person should have access to district leaders (including the superintendent) and direct links to those responsible for curriculum and instruction, school leadership, [professional learning](#), and other functions connected to SEL implementation. Here are some sample job descriptions of leadership roles in SEL:

- [Director of SEL and MTSS](#)
- [Assistant Superintendent of Social and Emotional Learning and Wellness](#)
- [Executive Director – Whole Child Services and Support](#)
- [SEL Executive Director](#)

In addition, depending on the size of your district, you may wish to add other SEL support roles to round out your SEL team, such as:

- SEL coach: The SEL coach supports SEL leadership teams and teachers as they incorporate SEL into the classroom and wider school community.
 - Sample: [SEL coach job description](#)
- SEL coordinator: In larger districts, you may want to include an additional layer of support between the director and those staff who work directly with schools to ensure that the SEL vision is translated into practice (though in smaller districts, the SEL director or lead may also fulfill this function).
 - Sample: [SEL coordinator job description](#)
- SEL specialists: Some districts include content experts who support SEL practice in areas such as integrating SEL standards into core academic content, school climate, or SEL for families. This role is sometimes combined with SEL coach.
 - Sample: [SEL specialist job description](#)
- SEL-focused research analyst: The research analyst helps develop evaluation designs, manages and oversees data collection and analysis, and reports evaluation results. This position may be housed in your district's research department.
 - Sample: [R and E Analyst job description](#)
- SEL parent outreach coordinator: The role creates and sustains a SEL family-engagement curriculum that offers relevant and meaningful learning experiences that empower parents to reinforce SEL instruction in the home environment.
 - Sample: [SEL Parent outreach coordinator job description](#)

When building your SEL team, we recommend considering the diversity in your district to ensure an SEL team that is representative of the community they'll be supporting.

2. Look for ways to invest staff within key central office departments with formal responsibility and accountability for advancing SEL.

Since SEL is most effective and sustainable when integrated across district functions, you'll want to encourage your district to assign accountability for SEL integration to particular staff within the central office.

Your superintendent may wish to assign particular responsibilities regarding SEL, or the SEL lead may invite staff in various departments to collaborate to determine accountability and responsibility.

Also, consider "cross-training" existing staff such as behavioral specialists and restorative practice specialists in SEL so that they can incorporate SEL into their areas of specialization and provide additional support to overarching SEL efforts.

3. Embed SEL and diversity considerations into your recruitment, interview, and hiring practices to identify candidates who will promote SEL.

In partnership with your district's human resources department, identify key SEL-related competencies that are critical for the district and school positions. Then, review and update job postings and descriptions to highlight the importance of modeling SEL competencies.

Look for ways to incorporate SEL into your discussions with candidates for teaching and superintendent positions. Here are some interview questions you can use or adapt:

- [Job interview questions for teachers and other staff](#)
- [Job interview questions for superintendent candidate](#)

4. Embed SEL considerations into evaluation and employment policies at the district and school levels.

After SEL is embedded into job descriptions, you'll want to ensure SEL becomes an expected competency for staff throughout the district and schools. Work with your human resources department to examine evaluation and employment policies to determine where SEL-related competencies already exist and where they could be enhanced. Consider how to communicate and support staff in meeting these expectations (see [Focus Area 2](#)).

If needed, you may also want to consider including SEL professional learning and implementation activities in union contracts. This ensures that SEL becomes a standard professional responsibility for key staff, including teachers, instructional coaches, and school counselors.

As an example, look at the [Cleveland Teachers Union Agreement](#) from 2013 through 2016, which includes provisions regarding the role of the district's HumanWare/Social Emotional Learning Committee.

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Build Foundational Support and Plan ▼

to help align financial and human resources.

Focus Area 2

Strengthen Adult SEL Competencies and Capacity ▼

I and planned to align resources

Focus Area 3

Promote SEL for Students ▼

Focus Area 4

Reflect on Data for Continuous Improvement ▼

cess to Social and Emotional Learning is a 75-minute webinar on funding SEL ives. View the webinar at <https://youtu.be/AlUyXyzx46Y> or download the slides below.

CASEL

TAGS

budgeting

fundraising

human and financial resource alignment

[Funding Case Study: Chicago Public Schools](#)

CASEL's case study of Chicago describes funding sources for their SEL work, budget strategies that other districts can apply, and tables and graphs of SEL expenditures.

SOURCE: Chicago Public Schools

TAGS

budgeting

implementation support

district organizational charts

SEL partnerships

fundraising

human and financial resource alignment

[Funding Case Study: Austin Independent School District](#)

CASEL's case study of Austin describes funding sources for their SEL work, budget strategies that other districts can apply, and tables and graphs of SEL expenditures.

SOURCE: Austin Independent School District

TAGS

budgeting

implementation support

SEL partnerships

fundraising

human and financial resource alignment

[Funding Case Study: Washoe County School District](#)

CASEL's case study of Washoe County School District describes funding sources for their SEL work, budget strategies that other districts can apply, and tables and graphs of SEL expenditures.

SOURCE: Washoe County School District

TAGS

budgeting

implementation support

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[Funding Case Study: Wheaton-Warrenville Community Unit School District 200](#)

CASEL's case study of Wheaton-Warrenville describes funding sources for their SEL work, budget strategies that other districts can apply, and tables and graphs of SEL expenditures.

SOURCE: Wheaton-Warrenville Community Unit School District 200

TAGS [budgeting](#) [implementation support](#) [SEL partnerships](#) [fundraising](#)
[human and financial resource alignment](#)

[SEL Trends: Reorganizing District Central Offices](#)

From CASEL's SEL Trends series, this issue highlights ways districts' organizational structure has shifted to house SEL staff within departments dedicated to teaching and learning, as a reflection of the priority to integrate SEL with academics and yield benefits for all schools and students.

SOURCE:
CASEL

TAGS [SEL and Academic Integration](#) [district organizational charts](#) [human and financial resource alignment](#)
[integrate with district priorities](#)

[SEL Department and Specialist Logic Model to Improve District SEL Implementation](#)

Describes the purpose, goals, and activities of Austin's SEL Specialists -- good tool for a district team that is lobbying for the creation of new SEL-focused positions.

SOURCE: Austin Independent School District

Find ready-to-use tools

TITLE

[Three Highest Priority Investments to Make in SEL with American Rescue Plan \(ARP\) Dollars](#)

Policy brief with recommendations for how state and local policymakers and district leaders can prioritize American Rescue Plan (ARP) dollars to invest in social and emotional learning. Appendix includes details on funding eligibility for each kind of SEL investment under ARPA.

[SEL Budget Planning Tool](#)

This spreadsheet guides you through a 3 step process (1 tab for each step) to compare financial tradeoffs of different implementation strategies, draft your district's SEL budget, and discuss and adjust your budget.

SOURCE:
CASEL

TAGS [budgeting](#) [human and financial resource alignment](#) [implementation plan](#)

[SEL District Cost Modeling Discussion Guide](#)

This discussion guide includes questions to help you analyze and apply the output from the cost estimator (drc.casel.org/cost-estimator) as you refine your SEL budget plan.

SOURCE:

CASEL

TAGS [budgeting](#) [human and financial resource alignment](#)

[Strengths and Needs Inventory: Vision, Priority, and SEL Alignment](#)

This initial activity walks your team through a high-level inventory of your district's social and emotional learning (SEL) strengths and needs. The goal is to obtain clarity about your district's long-term vision, current district priorities and how SEL aligns with them.

SOURCE:

CASEL

[The Grantsmanship Center: State Grant Resources](#)

A map of grants that are currently open for application, lists of state funding resources and other helpful organizations in all states.

SOURCE: External website

TAGS [budgeting](#) [SEL partnerships](#) [fundraising](#)

[Job Interview Questions for a Superintendent Candidate](#)

5 sample interview questions for superintendent candidates to understand their level of knowledge and commitment to SEL and their vision for the future.

SOURCE:

CASEL

TAGS [hiring practices](#) [staff onboarding](#) [human and financial resource alignment](#)
[integrate with district priorities](#)

[Job Interview Questions for Teachers and Other Staff](#)

Interview questions for school staff that probe for SEL knowledge and mindset, relationship-building strategies, and the candidate's approach to equity. Includes "listen for" details.

SOURCE:

CASEL

TAGS [hiring practices](#) [staff onboarding](#) [human and financial resource alignment](#) [classroom level](#)

See artifacts shared by districts and schools

TITLE

[SEL Coaching Coordinator Support Roles](#)

T chart describing what El Paso's SEL coaches do and don't do as they support schools with SEL implementation.

SOURCE: El Paso Independent School

District

TAGS job descriptions implementation support SEL coaching for staff
human and financial resource alignment

[Sample Fundraising Event Invite Featuring Student Work](#)

Poster created for a fundraising event in Sacramento -- The Art of Caring -- featuring student performances and a local artist.

SOURCE: Sacramento City Unified School

District

TAGS arts SEL partnerships fundraising communications youth voice

[Cleveland Teachers Union Agreement](#)

See article 15, sections 19-24 (beginning on page 70) to see provisions regarding the role of the district's HumanWare/Social Emotional Learning Committee, the use of Classroom Meetings, and more.

SOURCE: Cleveland Metropolitan School

District

TAGS board policies job descriptions staff onboarding human and financial resource alignment

[Research Analyst Job Description](#)

Job description for a data analyst who can assist an SEL team by developing evaluation designs, managing and overseeing data collection and analysis, and reporting evaluation results.

SOURCE: Austin Independent School

District

TAGS job descriptions hiring practices human and financial resource alignment continuous improvement
implementation evaluation

[Sample Fundraising Event Invite with Outside Expert](#)

Poster created for a fundraising event in Atlanta

SOURCE: Atlanta Public Schools

TAGS SEL partnerships fundraising human and financial resource alignment communications

[Sample Fundraising Event Invite with Multiple Hosts](#)

Poster created for a fundraising event in Sacramento

SOURCE: Sacramento City Unified School

District

TAGS SEL partnerships fundraising human and financial resource alignment communications

[SEL Specialist Job Description](#)

Job description for Austin's SEL specialists

SOURCE: Austin Independent School District

TAGS job descriptions hiring practices implementation support human and financial resource alignment
SEL leadership

[SEL Coach Job Description](#)

Job description for Austin's SEL coaches

SOURCE: Austin Independent School District

TAGS job descriptions hiring practices implementation support SEL coaching for staff
human and financial resource alignment SEL leadership

[SEL Mindfulness Coach Job Description](#)

Job description for Austin's mindfulness coach

SOURCE: Austin Independent School District

TAGS job descriptions hiring practices implementation support mindfulness SEL coaching for staff
human and financial resource alignment SEL leadership

[SEL Assistant Director Job Description](#)

Job description for Austin's assistant director of SEL, managing planning, implementation, and supervision of the SEL department coaches.

SOURCE: Austin Independent School District

TAGS job descriptions hiring practices implementation support human and financial resource alignment
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[Director of SEL and MTSS Job Description](#)

Job description and required experience and knowledge for Director of SEL and MTSS, who leads a large SEL team and liaises with other departments and outside partners.

SOURCE: Austin Independent School District

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[SEL Coordinator Job Description](#)

Job description and requirements for an SEL Coordinator role that works closely with the Department of Teaching and Learning.

SOURCE: Atlanta Public Schools

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[Assistant Superintendent of SEL Job Description](#)

Job description for Assistant Superintendent of SEL and Wellness, which also oversees a range of student support services including health and counseling.

SOURCE: Boston Public Schools

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[SEL leadership](#)

[Executive Director Job Description](#)

Baltimore's job posting for an Executive Director for their Whole Child Services and Support department, including a job summary, essential functions, and qualifications.

SOURCE: Baltimore City Public Schools

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[SEL leadership](#)

[Coordinator SEL Parent Outreach Job Description](#)

El Paso's job posting for a coordinator for SEL-focused family outreach, including key knowledge, skills, and responsibilities.

SOURCE: El Paso Independent School District

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[SEL leadership](#)

[Mid-sized District Organizational Chart](#)

Sacramento City's org chart shows SEL housed within curriculum & instruction.

SOURCE: Sacramento City Unified School District

TAGS [district organizational charts](#) [human and financial resource alignment](#) [integrate with district priorities](#)

[SEL and MTSS District Office Organizational Chart](#)

Organizational chart for Austin, showing how the SEL team is situated among other complementary teams.

SOURCE: Austin Independent School District

[District Organizational Chart: SEL within Student Equity and Opportunity](#)

Denver Public Schools' Student Equity and Opportunity Office includes SEL within the larger category of Whole Child Support

SOURCE: Denver Public Schools

TAGS district organizational charts human and financial resource alignment integrate with district priorities

[Outline for Fundraising Meeting Presentation](#)

Provides insight into the planning of the agenda for a fundraising event.

SOURCE: Washoe County School District

TAGS SEL partnerships fundraising human and financial resource alignment communications

[Sample Fundraising Event Invite with Multiple Outside Experts](#)

Poster created for a fundraising event in Washoe County.

SOURCE: Washoe County School District

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RELATED RESOURCES

[Outline for Fundraising Meeting Presentation](#)

Provides insight into the planning of the agenda for a fundraising event.

SOURCE: Washoe County School District

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Find resources to help you learn more on this topic

TITLE

[Three Highest Priority Investments to Make in SEL with American Rescue Plan \(ARP\) Dollars](#)

Policy brief with recommendations for how state and local policymakers and district leaders can prioritize American Rescue Plan (ARP) dollars to invest in social and emotional learning. Appendix includes details on funding eligibility for each kind of SEL investment under ARPA.

[K-12 Equity Directors: Configuring the Role for Impact](#)

If your district has or is establishing a role to lead equity work, read this report to learn about how to structure the position so they will have the influence and authority to make needed changes.

SOURCE: Center for Urban Education Leadership

TAGS job descriptions equity

[Technology and Districtwide SEL: Making SEL a Priority](#)

CASEL collaborated with CoSN (the Consortium for School Networking) to describe ways school districts can leverage technology resources to implement districtwide SEL. Find more about how technology can support learning and district decision making at <https://www.cosn.org/focus-areas/understanding-educational-environment>

SOURCE: CoSN

TAGS distance learning communications data dashboards

[Funding Streams for SEL](#)

Investing in our Future: Ensuring Student Access to Social and Emotional Learning is a 75-minute webinar on funding SEL featuring, federal, state, and district perspectives. View the webinar at <https://youtu.be/AlUyXyzx46Y> or download the slides below.

SOURCE:

CASEL

TAGS budgeting fundraising human and financial resource alignment

[Social and Emotional Learning Interventions under ESSA](#)

This free eBook from RAND discusses the opportunities for supporting SEL under the Every Student Succeeds Act (ESSA), the standards of evidence under ESSA, and SEL interventions that meet the standards of evidence and might be eligible for federal funds through ESSA.

SOURCE: RAND

TAGS budgeting fundraising human and financial resource alignment

[Fund Development Webinar for SEL Leads](#)

SEL Leads and foundation representatives participate in CASEL's webinar about current foundation-funded projects and strategies. Learn 6 steps for pursuing foundation/philanthropic funding.

SOURCE:

CASEL

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RELATED RESOURCES

[Fund Development Webinar for SEL Leads: Slides](#)

Slides handout accompanying CASEL's webinar about pursuing foundation/philanthropic funding for SEL.

SOURCE:

CASEL

TAGS SEL partnerships fundraising human and financial resource alignment planning

[The Economic Value of Social and Emotional Learning](#)

A benefit-cost analysis of investments in SEL showing that high-quality, research-validated social and emotional learning programs bring a return of \$11 for every \$1 invested.

SOURCE: University/Nonprofit Research Institution

[Supporting Social-Emotional Learning With Evidence-Based Programs](#)

Annie E. Casey Foundation guide for funding evidence-based SEL programs, for district administrators, funding partners, and providers. Includes real examples/ strategies for funding, implementing, and sustaining.

TAGS

budgeting

implementation support

fundraising

implementation plan

evidence-based programs
