



## Districtwide SEL Program and Initiative Inventory

<b>Estimated time for completion</b>	45-60 minutes per interview or focus group in section 1, plus 3-6 hours for organizing notes, synthesizing, and developing next steps in sections 2 and 3. If sending a survey electronically, plan for 3 hours to set up the survey online, prepare and send communications, and follow up with recipients.
<b>Materials needed</b>	<a href="#">Long-term SMARTIE goals for SEL</a> , data that indicates which schools or departments are already using SEL programs and practices

### How to use this tool

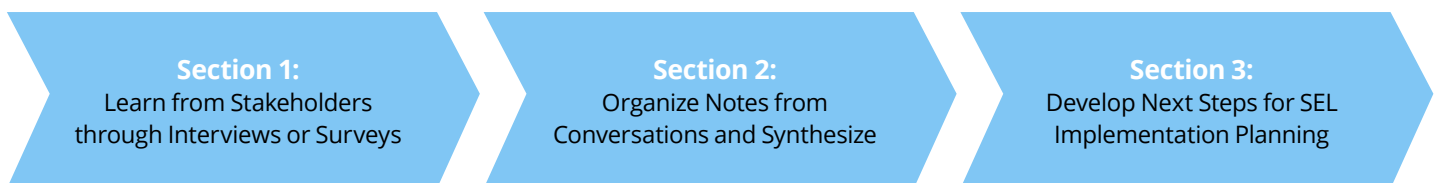
This tool is designed to help district social and emotional learning (SEL) teams learn about past and current SEL-related work being implemented across the district and is intended to be used along with the [CASEL Districtwide SEL Implementation Rubric](#) to establish the baseline of SEL implementation before creating or revising an action plan. Together these tools help districts answer the question **“Where are we now?”** in relation to systemic SEL implementation. CASEL recommends that districts complete this inventory at least every two years, and the Implementation Rubric twice each year.

SEL-related work may include formal programs or other activities, initiatives, or efforts focused on SEL, or related areas such as youth development, mental health, physical education, bullying prevention, or a host of other areas.

Even if the term “social and emotional learning” has not been used explicitly in your district, it is important to acknowledge and understand the SEL-related work that has already been done by schools, district teams, and partners. Rather than presenting SEL as a new initiative, the district SEL team should view and communicate this effort as building on work that is already taking place to support young people’s development.

This tool is the first part of the needs and resources assessment that districts should engage in after developing [long-term goals for SEL](#), and before developing an [SEL implementation roadmap](#). It includes an interview protocol to help districts answer the question **“Where have we been?”** in relation to systemic SEL implementation.

This tool will walk your team through the following steps:





## Section 1: Learn from Stakeholders

Talk to district- and school-level staff, families, and other community stakeholders to understand what SEL-related programs, initiatives, and other efforts have been tried across the district, at individual schools, and in communities and homes.

### Selecting People to Speak With

When deciding who to speak with, you may wish to consider contextual factors such as the size of your district, the district's plan for SEL implementation, and staff capacity. For example, if your team is working in a small district, it may be possible to speak with someone in each school to learn about SEL they may be implementing.

If your district is larger and your SEL team is small, you may have to speak with people in a strategic sample of schools. For example, if there are schools in the district that have demonstrated improvements in key areas related to your district's long-term goals for SEL, then you may decide to speak with stakeholders from those schools. If you are planning to implement SEL using a cohort model (i.e. starting with a group of schools, and gradually expanding implementation to other schools), your work on this inventory can focus more on schools that will be in the first cohort.

As you select specific people to speak with, consider who can share details about current or past efforts that have been tried in the district that connect to SEL or related areas such as youth development, mental health, physical education, bullying prevention, or related areas.

#### **People you might wish to speak with include:**

- Current and former SEL department staff
- District leaders of departments that may overlap with SEL, such as curriculum and instruction, equity, counseling, and postsecondary preparation
- Family and community engagement department staff
- Parent/family council members
- School administrators, counselors, or others in school-level positions focused on climate and culture
- Students
- Anyone else who might have in-depth knowledge of SEL-related programs implemented across the district, at individual schools, and in communities and homes

#### **Preparing to interview / survey stakeholders**

- First, gather any previous program and initiative inventories that have been completed, so you can build on that prior work and learning.
- Allot 45 minutes to one hour for each interview.
- Plan to take detailed notes or record each conversation.
- If it makes more sense for your team, you may decide to do group interviews or replicate this interview protocol in an online survey. This approach could allow you to learn from more schools and requires less time and energy than conducting individual interviews.



### Program/Initiative Inventory Interview Protocol

Thank you for agreeing to speak with me today. I am [interviewer name and role], and today I want to hear from you about strategies and programs for social emotional learning (SEL) that have been tried for students in [District Name]. What you share will help our [District Name] SEL team to better develop a plan for districtwide SEL implementation for all students.

**1. In what ways does your school/organization/department support students in developing social and emotional skills?**

If the person asks what you mean by “social and emotional skills,” you can share that by SEL, we mean “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

**2. What SEL-related programs and initiatives:**

- For a district-level staff person: **has your department tried?**
- For a school-level staff person: **has your school tried?**
- For a community member: **have you/your organization tried/been a part of?**

*For each program/initiative mentioned, ask the following questions:*

**3. When did implementation begin?**

**4. Is the program/initiative still being implemented? If no, why not?**

**5. What are/were the goals of the program/initiative?**

**6. How well did/does the program/initiative achieve those goals?**

**7. What evidence have you seen that shows whether this program/initiative has worked?** Some examples of evidence include information shared on student, family, and staff surveys; school records; and program/initiative reports.

*Only ask this question if you don't already have access to the data and/or reports:*

**8. Do you know if any of the reports related to that work are public? It would be great to learn more.**

If not public, would you or someone else in your department/school/organization be able to share with me?

**9. What do you know about the types of resources that are required to run this program/initiative to achieve these goals?**

Some examples of resources include funding, time, and people/staff.

**10. What were some challenges faced by people implementing this program/initiative?**

**11. What else should the [District Name] SEL team know about this program/initiative as we work on a plan for implementing SEL districtwide?**

Thank you for your time and for everything you've shared. I have learned a lot. What you have shared will help our SEL team to develop a plan for implementing SEL districtwide for all [District Name] students.



### Program/Initiative Inventory Interview Protocol (Spanish version)

**Gracias por aceptar hablar conmigo hoy. Soy [nombre y función del entrevistador], y hoy quiero escucharlos acerca de las estrategias y programas para el aprendizaje socio-emocional (SEL) que han sido probados para los estudiantes de [nombre del distrito].**

Lo que compartan ayudará a nuestro equipo de SEL de [nombre del distrito] a desarrollar un mejor plan para la implementación del SEL en todo el distrito para todos los estudiantes.

**1. ¿De qué manera su escuela/organización/departamento apoya a los estudiantes en el desarrollo de sus habilidades sociales y emocionales?**

Si la persona pregunta qué quiere decir con "habilidades sociales y emocionales", puede compartir que, por SEL, nos referimos al "proceso a través del cual los niños y los adultos entienden y manejan las emociones, establecen y logran objetivos positivos, sienten y muestran empatía por los demás, establecen y mantienen relaciones positivas y toman decisiones responsables".

**2. Qué programas e iniciativas relacionadas con SEL:**

- Para el personal de distrito: **¿lo ha intentado su departamento?**
- Para un personal de nivel escolar: **¿su escuela lo ha intentado?**
- Para un miembro de la comunidad: **¿ha intentado/ha sido parte de la organización?**

*Para cada programa/iniciativa mencionada, haga las siguientes preguntas:*

**3. ¿Cuándo comenzó la implementación?**

**4. ¿Se sigue implementando el programa/iniciativa? Si no es así, ¿por qué no?**

**5. ¿Cuáles son/fueron los objetivos del programa/iniciativa?**

**6. ¿Qué tan bien alcanzó el programa/iniciativa esos objetivos?**

**7. ¿Qué evidencia ha visto que muestre si este programa/iniciativa ha funcionado?** Algunos ejemplos de evidencia incluyen información compartida en encuestas a estudiantes, familias y personal; registros escolares e informes de programas/iniciativas.

*Sólo haga esta pregunta si no tiene ya acceso a los datos y/o informes:*

**¿Sabe si alguno de los informes relacionados con ese trabajo es público? Sería estupendo saber más.**

**Si no es público, ¿podría usted u otra persona de su departamento/escuela/organización compartirlo conmigo?**

**9. ¿Qué sabes sobre los tipos de recursos que se requieren para ejecutar este programa/iniciativa para lograr estos objetivos?**

Algunos ejemplos de recursos incluyen financiación, tiempo y personas/personal.

**10. ¿Cuáles fueron algunos de los desafíos a los que se enfrentaron las personas que implementaron este programa/iniciativa?**

**11. ¿Qué más debería saber el equipo de SEL del [nombre del distrito] sobre este programa/iniciativa mientras trabajamos en un plan para implementar SEL en todo el distrito?**

**Gracias por su tiempo y por todo lo que han compartido. He aprendido mucho. Lo que han compartido será increíblemente valioso para que nuestro equipo de SEL desarrolle un plan para implementar SEL en todo el distrito para todos los estudiantes del [nombre del distrito].**



**Example: SEL-Related Programs and Initiatives Tried in [District Name]**

<b>Program/Initiative Name</b>	<b>Positive School Climate</b>	<b>PBIS</b>	<b>Bullying Prevention</b>
District Dept/School/Org that tried it	District Culture and Climate	Jefferson ES, Phillips ES, Evergreen ES, Jackson MS, Hargrove MS, probably more	District Health and Wellness
Grades	1-4 district-wide	K-8	6-8
Currently Active?	Yes, districtwide	Yes, at 3 of 5 schools	~30% implement-ing after 4 years
If No, Why?	N/A	Phillips ES and Hargrove MS discontinued due to challenges with consistency, student buy-in, adult buy-in	Some campuses saw increases in bullying incidents, so changed course  Grant ended; staff hired to support campuses was temporary
Goals of Program/ Initiative?	Establish schoolwide adult practices to support safe and supportive culture and climate for staff and students	Teach, promote, and reinforce positive behavior  Reduce problem behavior and punitive discipline	Improve school climate, build classroom community, reduce incidents of bullying
Achieve Intended Goals?	At about 70% of schools	Working well at 3 of 5 schools	No
Evidence of Achieving Goals? Are Goals Achieved for All Sub-Groups?	Climate survey	Reductions in office referrals, improved student perceptions of school climate	Incidents have stayed level or increased, no significant results with school climate surveys
Necessary Resources	District climate specialist supporting no more than 8 schools  At least 2 monthly coaching visits to each school	Parents are supporting through incentives/school store; yearly all-staff training; PBIS team meets bimonthly	District coaches to support schools in lesson delivery  Training for staff to lead community-building circles
Challenges	Lacked budget  District team capacity  Lack of opportunities for full-day PL	Difficulty convening team regularly  Low staff morale led to low implementation  Need for ongoing support for staff	Staff needed more training to lead lessons and circles effectively and consistently  Loss of funding
What's the Connection to the District's Long-term SEL SMARTIE Goals?	Relates to our goal for improving school climate in all schools in 5 years.	Yes, relates to structures and systems we put in place to support positive student behavior.	Yes, relates to building positive student to student relationships.

## Section 2: Organize Notes from Conversations and Synthesize

After completing interviews, you should have a set of notes from each conversation. Using your notes, create a table using the example below as a model. Complete one row for each program/initiative, combining notes from multiple interviews as necessary. You can [download a blank table here](#).

After filling in the table, identify any gaps that remain in the table and determine who else you may need to speak with to complete it.

## Section 3: Develop Next Steps for SEL Implementation Planning

Review your completed table to determine which efforts the district should build on to support its SEL-related vision and goals. Here are some questions to discuss as a team to determine whether district support for items in the table should be expanded, maintained, or phased out:

- Is the effort still being implemented?
- Is the effort achieving SEL-related goals?
- Is the effort achieving its intended goals?
- Is there strong evidence to document the impact of the effort?
- What resources (e.g. funding, personnel, time) are available to continue or reinstate the effort?
- What challenges come along with the effort?
- To what extent could the SEL team reduce the effect of (or eliminate) these challenges?

After determining which SEL-related efforts the SEL team wishes to build on and/or re-instate, complete a second table, including only those efforts slated for continuation/reinstatement. For any programs that the district does not plan to continue, it is important to communicate clearly with those who are implementing it about how district support will be phased out and why. If it is appropriate to allow schools to continue implementing a program on their own, help school leaders make connections with organizations that can continue to support implementation.

### Example: SEL-Related Programs [District Name] SEL Team Will Build on/Reinstate

Program/Initiative Name	Connections to District SEL Goals	How SEL Team Wishes to Incorporate into Planning for Future	Next Steps	SEL Team Member Responsible for Next Step	Deadline for Next Step
Positive School Climate	Focuses on building positive relationships (student to student, student to staff, and staff to staff)	The SEL team can rely on this team's work to support social awareness and relationship skills. We can partner with the Climate and Culture team to support school teams via PL and coaching related to these areas.	SEL team lead will schedule a meeting with Climate and Culture team lead to present the SEL team's idea, and to begin to develop a plan for working together.	Jo M.	5/19/2020

Use regular SEL Team meetings to check in on progress for carrying out next steps identified in this table.

Now that your SEL team has conducted an inventory of SEL-related programs and initiatives in your district, you've answered the question **"Where have we been?"** in relation to systemic SEL implementation.

Including perspectives from a broad range of stakeholders ensures that the team has a strong sense of SEL-related work that has been implemented across the district, at individual schools, and in communities and homes. This learning will inform the development of an implementation roadmap, annual goals for SEL, and a one-year action plan.

## Next Steps

- If you haven't recently done so, complete the [CASEL Districtwide SEL Implementation Rubric](#). Together, the rubric and this inventory help to understand past and current progress toward implementing systemic SEL in your district.
- Develop a long-term [SEL implementation roadmap](#) by building on the recommendations you developed in section 3 of this tool.