

Align Resources for SEL

Dedicated, long-term funding and staff are key for sustaining SEL implementation and send a strong message that SEL is a priority.

Below you'll find an overview of: WHAT high-quality implementation looks like, WHY it's important, WHEN to engage in this key activity, and WHO to involve. Also see the [PROCESS](#) page for step-by-step guidance on how to engage in the work, and the [RESOURCES](#) page for additional tools to support your efforts.

What are aligned resources to support SEL?

To ensure the effective roll-out, implementation, and sustainability of SEL, districts need to align both financial and human resources.

- **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.

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. 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, etc.

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 a 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.

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
- 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)

Process

The process below supports districts in creating a strong long-term budget and plan for equitable SEL funding to meet the needs of all schools, as well as human resources practices that embed SEL considerations into candidate screening, hiring, evaluation, and employment policies at the district and school levels. Use the [Rubric](#) to assess your current level of implementation.

Below you'll find steps for Aligning Financial Resources to Support SEL and for Aligning Human Resources to Support SEL ([Jump to Aligning Human Resources](#)).

Aligning Financial Resources to Support SEL:

1. Build your understanding of the 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. The process outlined below integrates resources and tools from CASEL's [Financial Sustainability for Social and Emotional Learning](#) website to provide a step-by-step guide for laying a solid financial foundation for SEL implementation. If you're new to budget management, you may first wish to review the [Build your Knowledge](#) section.

There you'll find:

- A video outlining the five keys to successful social and emotional learning.
- A brief about planning for financial sustainability
- A brief with seven lessons learned from studying the budgets and sustainability efforts of four school districts.

It's also helpful to review how other school districts rolled out SEL and how they budgeted to advance and sustain SEL. You can review [case studies](#) for four school districts that utilized different strategies to implement SEL across all schools and grade levels in their districts.

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

Varying in size, region, and demographics, these districts demonstrate a range of approaches to budgeting for SEL. You can see a quick summary of their budgets [here](#).

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

Begin by examining existing financial resources and how your district funds priorities. This means taking a close look at:

- Your district's existing budget.
- Your district's priorities and goals, and how those priorities are funded.

- The resources currently dedicated to SEL (funding, staff, etc.).
- Funds for existing programs that could be reallocated to support SEL.

The [Strengths and Needs Inventory](#) is the first of five steps outlined in the [SEL Financial Sustainability Planning Tool](#), and can help you get a clearer sense of your district's opportunities and challenges for supporting SEL.

Based on your review, determine:

- How SEL fits with or supports your district's current priorities.
- Which current efforts within your district can be leveraged to support and implement SEL.
- What potential resource barriers could impede SEL implementation.
- Your district's current financial and human resource capacity for implementing SEL districtwide.

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

The [Financial Sustainability for Social and Emotional Learning](#) website offers a [cost calculator](#) that can help you estimate the cost of implementation. When you enter data about your school district, the tool provides estimates for a six-year budget for SEL implementation based on the models employed in the four case-study districts: Austin, Tex.; Chicago, Ill.; Washoe County, Nev.; and Wheaton-Warrenville, Ill.

Since human resources and financial resources are so closely connected, you'll want to identify the personnel you need to support SEL implementation (See the process for aligning human resources below). 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 against your SEL needs.

To develop an estimate, 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.

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

The [SEL District Cost Modeling Discussion Guide](#) available on the [Financial Sustainability for Social and Emotional Learning](#) website provides a process for using data from the site's cost calculator and other local data to draft an expense and income budget.

Another useful tool is the [SEL Budget Planning Tool](#), which is a spreadsheet you can download and use to enter data and projections for the district. Consider using a projector or screen-sharing software so your team can work

collaboratively with this planning tool.

If your SEL leadership team does not have a member who understands 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.

To ensure the stability of your financial resources, you'll want to leverage funding from a range of sources. This helps sustain SEL implementation beyond district budget cuts or time-limited grants. You'll want to pull from a combination of existing district funds that could be reallocated or streamlined to support SEL, as well as potential new sources of support including donors, foundations, research organizations, governments, and other groups.

New 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. RAND's [Social and Emotional Learning Interventions under the Every Student Succeeds Act](#), 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](#), and the [Grantsmanship Center](#) can provide a starting point for research into funding.
- **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](#).

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. When approaching potential grantors, you may want to:

- Develop a compelling story and focused plan for new SEL fund development. Some resources that may help include:
 - [The Economic Value of Social Emotional Learning](#) (PDF)
 - CASEL's Fund Development Presentation for Districts ([webinar](#) / [slides](#)).
- Investigate and compare the new funding sources you've identified.
- Determine when to approach external private funders. Some funders may want to support the early adoption of SEL while others may want to wait for results from an initial pilot. It's also possible that funders may want to fund organizations that partner with your district rather than the district itself. Your district fund development staff may be able to offer insights.
- Engage district leaders to cultivate relationships with funders. Here are some sample fund development invitations from CASEL's CDI districts
 - SCUSD's [Sample Fundraising Invite Featuring Student Work and Community Leader Breakfast and Roundtable Discussion](#)
 - WCSD's [Sample Fundraising Event Invitation with Multiple Outside Experts](#)
 - Atlanta Public School's [Sample Fundraising Event Invitation with Outside Expert](#)
- Demonstrate the value of SEL to potential funders with media coverage of SEL in your district, local, or national videos that show SEL in action, or school visits. Materials you develop for SEL-related communications or to

build district expertise may support these efforts.

- Log communications from funders. For an example, see this sample [tracking sheet for potential funders](#).

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 with funders.

Share successes and outcome data with funders at least twice annually.

Here are some samples:

- [OUSD's Mid-Year SEL Report](#)
- [Austin Independent School District's outcome data](#)

Schedule site visits annually (or more frequently) so funders can see SEL in action. This is the most powerful way to communicate the impact of 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.

Resources

Below, you'll find tools, artifacts, and templates to help align financial and human resources.

See how districts have strategized and planned to align resources

TITLE

[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

[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 graphs of SEL expenditures (large budget).

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 graphs of SEL expenditures (large budget).

SOURCE: Austin Independent School District

District

TAGS

budgeting

implementation support

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fundraising

human and financial resource alignment

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

CASEL's case study of Washoe County describes funding sources for their SEL work, budget strategies that other districts can apply, and graphs of SEL expenditures (mid-sized budget).

SOURCE: Washoe County School District

District

TAGS

budgeting

implementation support

SEL partnerships

fundraising

human and financial resource alignment

[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 graphs of SEL expenditures (small budget).

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](#)

[District Summary Progress Report to Funders and Stakeholders](#)

Oakland's SEL progress report for funders and stakeholders shares goals and theory of change, details about how SEL is taking root in schools and throughout central office, and links to sample communications.

SOURCE: Oakland Unified School District

TAGS [SEL partnerships](#) [fundraising](#) [human and financial resource alignment](#) [community relations](#)

[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

[CASEL's Road Map to Financial Sustainability](#)

CASEL's guide to financial sustainability planning includes introductory information, case studies, and a toolkit that includes a cost calculator, a sustainability tool, and a budget planning tool.

SOURCE: CASEL

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

[SEL Budget Planning Tool](#)

Use this tool to enter data and projections for your district.

SOURCE:

CASEL

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

[SEL District Cost Modeling Discussion Guide](#)

This document includes some activities and questions you can use to analyze the output from the cost modeling you have just performed.

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 candidates for an SEL Team Leadership role.

SOURCE:

CASEL

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

[Tracking Sheet for Potential Funders](#)

Sample spreadsheet for managing the outreach process to potential funders.

SOURCE: Washoe County School

District

TAGS [SEL partnerships](#) [fundraising](#) [human and financial resource alignment](#) [community relations](#)

[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

[Budget Overview of Selected Collaborating Districts](#)

Summary chart shows budget growth over time, top expenses, funding sources, and budget strategy and projections for 4 districts of varying sizes.

SOURCE:

CASEL

TAGS budgeting fundraising human and financial resource alignment

[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](#)
[SEL leadership](#)

[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

TAGS [job descriptions](#) [hiring practices](#) [implementation support](#) [human and financial resource alignment](#)
[SEL leadership](#)

[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

TAGS [job descriptions](#) [hiring practices](#) [implementation support](#) [human and financial resource alignment](#)
[SEL leadership](#)

[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

TAGS [job descriptions](#) [hiring practices](#) [implementation support](#) [human and financial resource alignment](#)
[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

TAGS [job descriptions](#) [hiring practices](#) [implementation support](#) [human and financial resource alignment](#)
[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

TAGS [job descriptions](#) [hiring practices](#) [implementation support](#) [human and financial resource alignment](#)
[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

TAGS [SEL partnerships](#) [fundraising](#) [human and financial resource alignment](#) [communications](#)

RELATED RESOURCES

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TAGS SEL partnerships fundraising human and financial resource alignment communications

Find resources to help you learn more on this topic

TITLE

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SOURCE: CASEL

TAGS budgeting fundraising human and financial resource alignment

[CASEL's Road Map to Financial Sustainability](#)

CASEL's guide to financial sustainability planning includes introductory information, case studies, and a toolkit that includes a cost calculator, a sustainability tool, and a budget planning tool.

SOURCE: CASEL

TAGS budgeting fundraising toolkit human and financial resource alignment implementation plan planning

[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

TAGS SEL partnerships fundraising human and financial resource alignment planning SEL leadership

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](#)
