

Go Back

Focus Area 1

Build Foundational Support and Plan

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Strengthen Adult SEL Competencies and Capacity

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evidence-based Programs and Practices

key to providing consistent, high-quality SEL opportunities for all students.

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 real tools to support your efforts.

Programs that build SEL competencies?

aligned in research and principles of child and adolescent development, and are aligned to positive student outcomes. Adopting an evidence-based program is one of the best SEL opportunities for all students.

High-quality adoption and implementation of evidence-based programs and practices:

Explicitly addresses students' SEL competencies, promotes competencies that align with those prioritized and valued by stakeholders, and aligns to adopted standards or guidelines.

Is supported by professional learning for all staff, including onboarding of new staff, who will implement and support the programs and practices.

Provides support to schools for engaging families and community partners around programs and practices.

Provides support for collecting and using data to monitor implementation and outcomes.

Use the [Rubric](#) to assess your current level of implementation of evidence-based programs and practices.

Several approaches to promoting SEL can be implemented using evidence-based programs:

- **Teaching practices:** These programs typically focus on specific instructional practices, pedagogies, and/or classroom management techniques that create a positive classroom climate. These teaching practices are designed to engage students actively in learning while also supporting students' social and emotional development.
- **Infusion of SEL into academic curriculum:** These programs embed the teaching of social and emotional skills into a particular academic area.
- **Organizational strategies:** These programs approach social and emotional development through the significant reordering of policies and organizational structures throughout the school. Examples of organizational structures that could be reordered include leadership teams, advisories, and schedules. Organizational approaches are equivalent to school reform models and often require strong commitment and a high-level of initial and ongoing [professional learning](#) to be implemented with quality.
- **Free-standing SEL lessons:** These programs directly teach SEL skills through free-standing lessons. Lessons often focus on skills that can be broadly applied to a variety of situations, such as making friends, working cooperatively with others, coping with stress, making decisions about potentially risky behaviors, and resolving interpersonal conflicts.

Specific examples of programs that take these four approaches can be found in the brief titled [What Does Evidence-Based Instruction in Social and Emotional Learning Actually Look Like in Practice?](#)

CASEL offers the [SEL Program Guide](#), which provides a framework for evaluating the quality of social and emotional programs as well as best-practice guidelines for selecting and implementing SEL programs. The programs included in the guide:

- Are well-designed and systematically promote students' social and emotional competence.
- Provide opportunities for practice, with many offering multiyear programming.
- Deliver high-quality training and other implementation supports.
- Have at least one carefully conducted evaluation that documents positive impacts on student behavior and/or academic performance.

Why does my district need evidence-based programs?

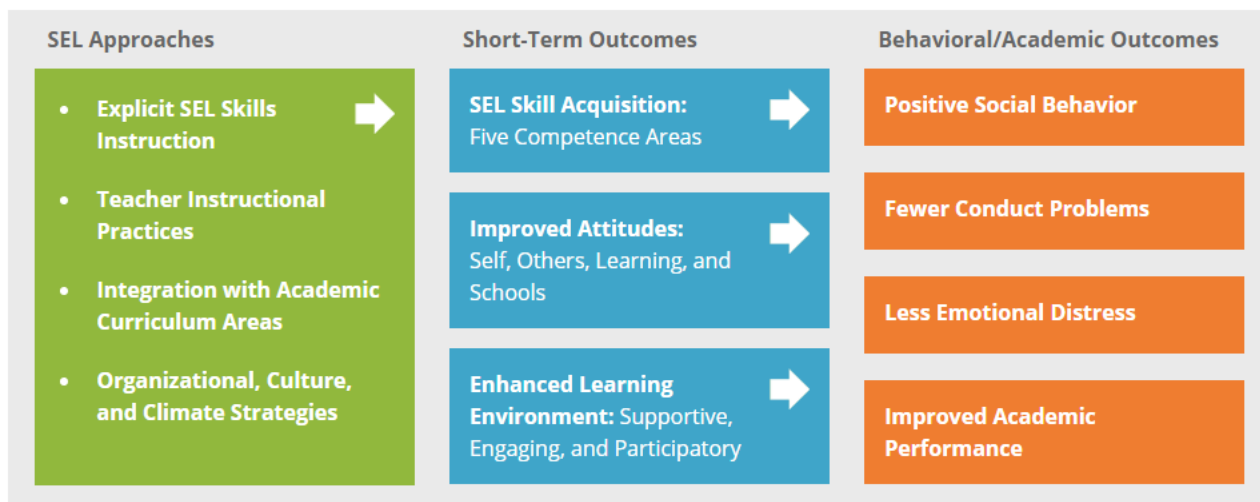
According to a [landmark 2011 meta-analysis](#), evidence-based programs have been proven to produce:

Better academic performance: achievement scores that average 11 percentile points higher than for students who did not receive SEL instruction.

Improved attitudes and behaviors: greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior.

Fewer negative behaviors: decreased incidents of noncompliance, aggression, disruptive class behavior, delinquent acts, and disciplinary referrals.

Reduced emotional distress: fewer reports of student depression, anxiety, stress, and social withdrawal.



In addition, according to [The Economic Value of Social and Emotional Learning](#), published in February 2015 by the Center for Benefit-Cost Studies in Education, schools see an 11-to-1 return on investment among six evidence-based SEL interventions that were studied. This means that on average for every \$1 invested in SEL programming, there is a return of \$11.

When should my district implement evidence-based programs to build SEL competence skills?

Ideally, evidence-based programs should be implemented after a district has developed a big-picture plan for the systemic incorporation of SEL. This means waiting to implement evidence-based programs until after you've:

- Developed stakeholder buy-in through an inclusive process of setting an [SEL vision](#) and [goals](#).

- Assessed your current level of implementation, needs, and resources (see the [Districtwide SEL Action Planning Workbook](#) for more detail)
- Aligned [human and financial resources](#) to support SEL.
- Adopted [SEL standards](#) with which to align program selection.

There may be circumstances in which a district decides to implement evidence-based programs before completing the planning for systemic implementation. These include:

- When some evidence-based programs are already in place. If individual schools or classrooms are already implementing evidence-based programs, an expansion can provide a convenient way to introduce principals and teachers to SEL.
- When a district needs to build enthusiasm and knowledge about SEL before pushing for systemic implementation. An evidence-based practice may offer a low-risk point of entry to SEL. It can help generate interest, which can be valuable when you begin to plan more systemic implementation of SEL.
- When there's a short-term funding window. If you're concerned funding may not be available after planning, you may want to consider the immediate implementation of evidence-based practices.

Who needs to be involved?

When reviewing and selecting programs, you'll want to involve those who will be using or supervising them. This typically includes:

- District administrators
- School principals
- Teachers
- School counselors
- Support staff
- Out-of-school time staff or other community partners
- Students

In addition, you can use the program selection process to engage other key players whose support you need. These include:

- Your district's curriculum committee (which can support the integration of your SEL program with other core curricula).
- Your professional learning staff (if they will be charged with initial professional learning focused on the SEL program and its key practices).
- Other key stakeholders, such as out-of-school time intermediaries, community members, parents, and students themselves.

Go Back

Focus Area 1

Build Foundational Support and Plan

Implement evidence-based SEL programs and practices in all schools and training to staff, support schools in engaging families and community partners, and create a plan to monitor implementation and outcomes. Use the *Rubric* to assess your

Focus Area 2

Strengthen Adult SEL Competencies and Capacity

Program implementation depends on high-quality implementation. That means that your program's success depends on the provider's intention when implementing the program. Below are the steps to implement an evidence-based program. After the steps, you'll find examples of how several school districts have implemented evidence-based programs.

Focus Area 3

Promote SEL for Students

Focus Area 4

Reflect on Data for Continuous Improvement

Cost and implications of selecting an evidence-based

program.

Engage those who will be using or supervising the program to help with review and selection, such as district administrators, principals, teachers, support staff, out-of-school time staff, and community partners, as well as those whose support you will need, such as your district's curriculum committee and your professional learning staff.

Here are some resources that you can share to help participants understand the value of an evidence-based SEL program:

- [Edutopia: Why Social and Emotional Learning Is Essential for Students](#)
- [Edutopia: Social and Emotional Learning Research Review](#)
- [The Impact of Enhancing Students' Social and Emotional Learning: Meta-Analysis of School-Based Universal Interventions](#)
- [Social and Emotional Learning as a Public Health Approach to Education](#)

2. Review any SEL programs that are used in your district, and any gaps in programming.

Start by determining [whether there are any SEL programs already being implemented in your district](#). If so, investigate each program's evidence base. You can use the [CASEL program guide](#) as a resource.

Consider whether any of the existing programs are strong candidates for expansion. A strong candidate for expansion would have:

- Strong support from the teachers and principals who have already implemented it.
- Existing capacity in the district to deliver professional learning related to the program.
- A cost-effective model for expansion that includes materials, training, and ongoing implementation support for a larger group of teachers.
- Integration with academic standards or curricula that have already occurred or is underway.
- Local evaluation data showing a strong impact on students in your district.

After looking more closely at the evidence-based programs used in your district, you can start to identify needs to

address. For example, there may be specific grade levels that have fewer structures for SEL. You may also want to use district- or school-level data to identify grade levels that could benefit from additional support.

3. Clarify your priorities and needs for program selection.

The program you select should be aligned to the needs of your students and their families, meet the needs of your schools that will be using the program, and align with district priorities. As a review team, discuss the following questions to clarify these needs and priorities:

- What would a program need to include so that it is able to meet the needs of our student population and their families? (Consider cultural and linguistic needs, etc.) [Oregon's recommended criteria for adopting transformative SEL materials](#) provides helpful examples.
- What kind of program makes sense based on the needs of our schools? (Consider the time needed to prepare for and teach the program, type of materials needed, time needed for training, etc.)
- What district goals should our SEL program support? (Does the district have specific goals around increasing academic performance? Decreasing discipline rates? Improving attendance? Other relevant goals?)
- What other district initiatives and programs will the SEL program need to align with? (PBIS? Out-of-school time programming? State standards? Other programs and initiatives?)
- What schools and grade levels will our program need to address? (Note that few programs will meet the needs of students PreK-12 so you may need to identify multiple programs if focused on all grades. If focused on select grades or schools, think about how implementation might build over time to reach all grades and all schools.)
- What is our budget for program implementation and professional learning? (For strategies for funding and sustaining evidence-based SEL programs see the Annie E. Casey Foundation's report on [Supporting Social and Emotional Learning with Evidence-Based Programs](#).)
- What other parameters do we need to keep in mind?

4. Review and identify programs based on your priorities.

Complete this step even if you plan to expand an existing program so you can build your knowledge about that program. Start by consulting the [CASEL Program Guide](#) for a list of evidence-based SEL programs that meet its "SElect criteria." The Guide provides a systematic framework for evaluating the quality of social and emotional programs, which is used to identify and rate well-designed, evidence-based SEL programs. The Guide also shares best-practice guidelines for district and school teams on how to select and implement SEL programs.

Quality evidence-based SEL programs:

- Are well-designed and promote students' social and emotional skills.
- Provide high-quality professional learning to support implementation.
- Are evidence-based, as indicated by rigorous research.

Note that if you're planning to implement the program districtwide or in a large number of schools, you may want to or be required to send out a request for proposal (RFP) for SEL programs. You can use the priorities you identified and other requirements around materials, delivery, training, coaching, support, and evaluation to create an RFP.

If you are not using an RFP process, your team can select one to three evidence-based programs that meet your district's priorities and merit deeper review. To learn more about the programs you are considering:

- Visit a program's website and/or arrange a call with the provider. A few things to look for are:

- An overview of the program and how it approaches social and emotional competence development. Also review the description in the [CASEL Program Guide](#), since programs may change.
 - The scope and sequence of the program's content.
 - Instructional practices that support SEL and foster positive relationships.
 - Information about the cultural sensitivity and linguistic responsiveness of the program. Also, review the description in the [CASEL Program Guide](#), since programs may change.
 - Sample materials and videos illustrating the program in actual classrooms and schools.
 - Recent research reports. Make sure the outcomes the program promotes align with or improve upon the description in the [CASEL Program Guide](#), since program revisions may result in different outcomes.
 - Professional learning and support for ongoing technical assistance provided.
 - An overview of costs associated with implementing the program, including costs for:
 - Core program materials.
 - Supplemental materials, such as materials for families.
 - Professional learning and other kinds of implementation support, such as on-site coaching and consultation.
 - Consumable materials or materials that require annual updating.
 - Whether the program can certify district and school staff to deliver workshops or other professional learning events on their own (a train-the-trainer approach).
 - Availability of guidance and tools for monitoring implementation and evaluating student outcomes.
 - Timeline: When would trainers or materials be available for introduction and review by your district?
 - Longevity of materials: Are revisions to materials planned in the next two years? If so, negotiate for materials to be replaced at a discount once new versions are released.
- Contact other districts that have experience with the program. Ask the program providers for this information, or search online for districts that reference the program on their websites.
 - Visit or arrange phone conversations with practitioners to get their input on the information you've gathered and address any remaining questions. Be sure to ask:
 - Is the provider's estimate of the time needed to implement the program accurate?
 - Was the professional learning provided adequate to support high-quality implementation?
 - What other needs emerged during start-up and how were they addressed?
 - Were the costs identified by the provider adequate to achieve start-up? Consider whether your district can afford to implement this program across most schools and grade levels over time.
 - Are they able to implement with fidelity to the program design? If so, what impacts are they seeing on student outcomes?
 - Is the provider responsive to questions and prompt in scheduling professional learning and support visits?

After completing your review, follow district procedures for program selection (e.g., adhering to the RFP process, or presenting final recommendations to superintendent or the appropriate curriculum or board committee).

5. Decide on a rollout strategy.

Depending on the size of your district, its budget, and its needs, you may choose to pilot the program in some of your schools or grade levels before expanding the program districtwide.

Piloting allows you to:

- Test how the program fits into your instructional day and aligns with other curricula.
- Identify needs and challenges, enabling coaches to respond to those challenges.

You may want to pilot if your district is large or if you need the opportunity to demonstrate results early in your SEL implementation. If you choose to pilot, your district will also need a plan for expansion over time to reach all schools and students districtwide.

- Example: Anchorage Public Schools and Sacramento City Unified School District (districts with dozens of large schools and without a large central office infrastructure to support implementation at first) rolled out SEL in cohorts of schools each year, with the intention of reaching all schools in five to seven years.

To determine if you should pilot or undertake full implementation, consider the following factors (adapted from [Social Emotional Learning: Why Students Need It. What Districts Are Doing About It](#)):

Pilot

Enabling Conditions

- The larger the district the more difficult—financially and logistically—it is to implement in all schools, making piloting with smaller numbers of schools a preferred option.
- Districts with high levels of school autonomy may want to begin with smaller groups of schools that volunteer, rather than requiring all schools to implement immediately.
- Gradual implementation allows networking among more and less experienced cohorts, which builds trust and natural learning communities.
- Funds are only available to implement in some schools each year.

Challenges

- Districts must still build capacity for implementation among teachers and leaders. This includes professional learning but also central policy and program adjustments that support full implementation and embed the evidence-based program(s) in district routines and procedures.
- Districts must plan and communicate the path to full implementation so early implementers know how their experience will inform the district and later adopters know what to expect.
- Districts must decide whether to require certain program(s) or allow schools to experiment with a few, knowing one or more may later be excluded from districtwide implementation based on the pilot experience.

Districtwide

Enabling Conditions

- Smaller districts will find it easier to implement in all schools.
- High student mobility will require consistency across schools as quickly as possible.
- Districtwide implementation can enable alignment of professional learning.
- Widespread buy-in that is at risk of dissipating quickly may require districtwide implementation.
- Short-term funds are available to support districtwide start-up that may not be available to support cohorts over time.

Challenges

- If the central office doesn't have the capacity to oversee full-time implementation, the district will have to develop teacher leaders and local coaches to ensure implementation occurs with fidelity districtwide.

6. Develop guidelines about how schools will implement the program(s).

The guidelines should be consistent with the provider's recommendations and guidelines to implement with fidelity.

Here are some things to consider including in the implementation guidelines:

- Who will implement the program? Most programs require that teachers implement, but it may also be possible to have counselors, youth advocates, mentors, and others who are qualified implement the program(s) you choose.
- When should the program be implemented? During what subject, period, or time of day? Will the schools have a choice?
- How will the program be implemented? Will it be implemented through direct instruction? With technology (some programs require viewing of video clips to implement with fidelity)? With certain district-prioritized instructional strategies?
- What time frame does implementation with fidelity require? How often is the program implemented? For how long? With what gaps in between?
- Will the district require the use of supplemental materials, or will this be the school's choice? If required, when should supplemental lessons be implemented, and by whom?
- Will the district require the use of family lessons or take-home materials, or will this be the school's choice? If required, when should these be implemented and by whom?

7. Communicate your program selection and implementation plan to district leaders, teachers, support staff, students, families, and the community.

Share the program philosophy and strategies to establish a unifying framework, common language, and coordinated approach to SEL throughout your district.

Here are things to consider including in your communications:

- Ensure that you include key stakeholders and other leaders who are already familiar with your district's plan for SEL through early introductions and [building district expertise](#).
- Share outcomes, relevant research, and testimonials from other implementing districts to communicate the value of your evidence-based SEL program(s).
- Give staff online or other access to explore the chosen program.
- Share your timeline and targets for piloting and ongoing implementation.
- Share your guidance for implementation.
- Communicate how implementers will be supported through initial professional learning and subsequent coaching or professional learning.

8. Develop an ongoing professional learning plan for implementers and coaches.

Use the tool for [Planning for Professional Learning on Evidence-Based Programs](#) to plan your professional learning. This tool includes a completed sample plan. This tool will help you plan for:

- Targeted audiences
- Communicating program implementation guidelines
- Program content connections (instructional strategies and schoolwide practices)
- Professional learning and coaching logistics
- Timing
- Certification

For the initial implementation, consider purchasing training directly from the provider or publisher of your chosen evidence-based program(s). Here are some tips for effective training:

- Ensure the training occurs as closely as possible to the point in time when implementation will begin, keeping in mind that effective professional learning occurs in increments to provide time for practice.
- Consider "booster" sessions to reinforce the concepts from previous sessions and provide opportunities for the participants to learn from each other and explore new strategies. Booster sessions can help ensure that understanding of the program continues to deepen and that staff stays on track.
- Engage district leaders who will observe and supervise implementers or provide specific training to support their role.
- Ensure adult learning methods are used, including modeling and role plays, cascading, and similarly engaging and appropriate activities.

Train coaches to provide critical support for effective implementation over time. Effective coaching strategies include:

- Describing and modeling specific instructional skills followed by opportunities for staff to practice these new skills and receive feedback.
- Direct observation of teachers in classroom settings followed by feedback on their performance.
- Helping staff reflect on their use of new teaching practices.
- Goal setting and goal review.
- Ongoing planning for specific problems such as what to do when students have challenges using skills or how to balance the program with competing demands.

9. Implement and monitor the success of the evidence-based program.

Once you've begun implementation, you'll want to identify a tool to monitor implementation.

As you're planning how to monitor implementation, think about how you will:

- Gather data from the monitoring tool for centralized use and analysis.
- Gather formal feedback from implementers on their experience, additional training needs, additional materials needs, and any ideas on how to improve the implementation for your district. This may be communicated directly to coaches, through focus groups or professional learning, or through online surveys.
- Support central staff, coaches, and/or school leaders in observation of program implementation. Provide an SEL Observation Tool so leaders know what they should see in high-quality implementation.
- Provide coaching to implementers to support a cycle of improving practice through collaboration and reflection.

We recommend your district establish virtual or building-based professional learning communities to support implementers and building administrators to enable them to share their experiences and ideas and deepen their practice over time.

10. Deepen and expand practice over time.

Remember to focus on how you can continue to grow your SEL implementation.

Here are some ways to do this:

- Integrate language and practices from your evidence-based program(s) into core curricular materials and activities.
- Use extension activities included in your evidence-based program(s) to maximize practice for students.
- Integrate program language, philosophy, and strategies into after-school and summer programming.

As your district's experience grows with an evidence-based program(s), you may notice some students could benefit from additional SEL supports. Consider adopting additional programs to address the need for additional support. These programs may be universal or maybe more targeted and aligned with your district's MTSS strategy.

Selecting and Implementing Evidence-based Programs in Three School Districts

El Paso Independent School District

Two years before EPISD began selecting an evidence-based program, the district had turned to SEL to support their overall student learning goals focused on developing critical creative thinkers, informed problem solvers, effective bilingual communicators, responsible leaders, productive community members, and socially and emotionally intelligent individuals. District leaders wanted the introduction of SEL to build on the previous several years of districtwide PBIS implementation, rather than feel like a separate initiative. They also wanted SEL plans to reflect their strong commitment to family engagement.

In year three of SEL implementation, the district focused on selecting evidence-based programs to support explicit instruction of SEL across all 53 elementary and 16 middle schools. In 2020-2021, they turned their attention to selecting programs for the 12 high schools. Read [Practices of Promise: Selecting Evidence-Based Programs Through Meaningful Partnerships](#) to learn about their selection criteria and how they engaged staff, families, and communities in the selection process.

Leaders from El Paso Independent School District and Oakland Unified School District joined us for a webinar about their process for supporting implementation of their evidence-based programs and the lessons learned along the way. [You can watch the webinar recording here](#)

Metropolitan Nashville Public Schools

In the fall of 2012, Metropolitan Nashville Public Schools used a [request for proposals \(RFP\)](#) process to identify and select evidence-based SEL programs. Central to the selection process was a district committee with representation from several departments.

To be eligible for selection, a program had to:

- Include CASEL's five SEL core competencies.
- Be school-based and provide sequenced lessons to general student populations.

- Include lessons for at least two consecutive grades or grade spans, or have a structure that promotes lesson reinforcement beyond the first program year.
- Be supported by at least one year of evidence demonstrating effectiveness.
- Provide professional learning and implementation support that goes beyond an initial workshop to include on-site observation and coaching.

A well-qualified program was ultimately selected for adoption districtwide in the elementary schools. At the secondary level, two programs were selected for districtwide adoption. The committee also chose several other SEL programs during the RFP process that individual schools could purchase with their own funds.

Austin Independent School District

Implementation of SEL in Austin began with training for vertical teams of schools (feeder patterns), purchase of instructional materials for teachers, and coaching support. Due to the large financial commitment in materials and coaching, the district chose to scale up implementation through the vertical team process. See AISD's [SEL Rollout Process](#).

2011-2012

Initial Implementation Teams

- Austin High, Crockett—received initial professional development, instructional materials, coaching support

2012-2013

Initial Implementation Teams

- Eastside Memorial, McCallum, Travis— received initial professional development, instructional materials, coaching support

Continuing implementation teams

- Austin High, Crockett—deepened work in integration; family/community training; continued coaching support and professional development'

2013-2014

Initial Implementation Teams

- Akins—received initial professional development, instructional materials, coaching support

Continuing implementation teams

- Austin High, Crockett, Eastside, McCallum, Travis—deepened work in integration; family/community training; continued coaching support and professional development; added implementation rubric and student assessment

2014-2015

Initial Implementation Teams

- LBJ, Reagan—received initial professional development, instructional materials, coaching support

Continuing implementation teams

- Austin High, Crockett, Eastside, McCallum, Travis, Akins—deepened work in integration; family/community training; continued coaching support and professional development; implementation rubric and student assessment; added restorative practices support

2015-2016

Initial Implementation Teams

- Anderson, Lanier—received initial professional development, instructional materials, coaching support

Continuing implementation teams

- Austin High, Crockett, Eastside, McCallum, Travis, Akins, LBJ, Reagan—deepened work in integration; family/community training; continued coaching support and professional development; implementation rubric and student assessment; restorative practices support; added mindfulness support

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Implement evidence-based programs and practices.

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Strengthen Adult SEL Competencies and Capacity

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Reflect on Data for Continuous Improvement

[Adoption of Transformative SEL Materials and Practices](#)

To develop unique, local criteria for selecting an evidence-based program, the Oregon Department of Education can provide a model, especially when a commitment to equity and culturally

SOURCE: Oregon DOE

TAGS

implementation support

evidence-based programs

[CASEL Program Guide: Effective Social and Emotional Learning Programs](#)

To support educators in selecting a high-quality SEL program, our Program Guide serves as a Consumer report-style product that showcases well-designed, evidence-based SEL programs (pre-kindergarten through high school) and the impact they have on student and/or teacher outcomes.

SOURCE:

CASEL

TAGS

evidence-based programs

elementary school grades

classroom level

SEL leadership

[The Hexagon Tool: Exploring Context](#)

Tool for evaluating evidence-based programs on the basis of need, fit, resource availability, evidence, readiness for replication, and capacity to implement.

SOURCE: University/Nonprofit Research

Institution

TAGS

implementation support

toolkit

culturally responsive

evidence-based programs

SEL leadership

[Selecting an Evidence-Based Program](#)

This tool offers guiding questions and a rating table template to determine whether an evidence-based program answers the needs of your students, families, teachers, school, and district.

SOURCE:

CASEL

TAGS

culturally responsive

implementation plan

evidence-based programs

planning

SEL leadership

[Planning Professional Learning for Evidence-Based Programs](#)

This tool from CASEL's Guide to Schoolwide SEL helps a team answer important questions, assign tasks, and set a timeline to provide initial training and ongoing support for any evidence-based SEL program.

SOURCE:

CASEL

TAGS [paraprofessionals](#) [security staff](#) [budgeting](#) [implementation support](#) [toolkit](#) [counselors](#)
[teacher training](#) [implementation plan](#) [evidence-based programs](#) [out of school](#) [professional learning](#)

Find resources to help you learn more on this topic

TITLE

[The Impact of Enhancing Students' Social Emotional Learning: A Meta-Analysis of School-Based Universal Interventions](#)

Meta-analysis showing that compared to controls, participants in school-based SEL programs demonstrated improved skills and an 11 percentile point gain in achievement.

SOURCE: Research

Journal

TAGS [journal article](#) [reading lists - staff](#) [SEL competence](#) [evidence-based programs](#)
[district SEL expertise](#) [building buy-in for SEL](#)

[Promoting SEL in the Middle and High School Years](#)

This brief from Pennsylvania State University reviews the current landscape of universal school-based programs designed to promote social and emotional growth in middle and high school students through skill-focused programs, academic integration, teaching practices, and organizational reform.

SOURCE: University/Nonprofit Research

Institution

TAGS [middle school grades](#) [high school grades](#) [evidence-based programs](#)

[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

TAGS [budgeting](#) [fundraising](#) [human and financial resource alignment](#) [evidence-based programs](#)
[college and career readiness](#) [building buy-in for SEL](#)

[SEL: Why Students Need It. What Districts are Doing About It.](#)

Education First produced this implementation-focused booklet aimed at policymakers, funders, and school/district staff. Featuring Anchorage, Sacramento, and Bridgeport, Connecticut.

SOURCE: Education First

TAGS SEL overview model SEL schools implementation plan evidence-based programs planning integrate with district priorities building buy-in for SEL

[Navigating SEL From the Inside Out: Looking inside and across 25 leading SEL programs: A practical resource for schools and OST providers](#)

Extensive report including recommendations for adapting SEL for OST settings, summary tables and profiles for 25 programs, and a Quick Reference to find programs with emphasis on specific skill areas or strategies.

SOURCE: University/Nonprofit Research Institution

TAGS SEL partnerships evidence-based programs instructional practices out of school

[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.

SOURCE: Annie E. Casey Foundation

TAGS budgeting implementation support SEL partnerships fundraising implementation plan evidence-based programs SEL leadership

[What Does Evidence-Based Instruction in Social and Emotional Learning Actually Look Like in Practice?](#)

This brief answers the question: What do school staff actually do in the classroom and school to help students achieve the goals laid out in SEL standards? Describes 4 approaches that together form a comprehensive plan.

SOURCE: CASEL

TAGS SEL standards research brief implementation plan evidence-based programs instructional practices

See how districts have strategized and planned to implement evidence-based programs

TITLE

[Oregon's Recommended Criteria for Adoption of Transformative SEL Materials and Practices](#)

As you work with your community to develop unique, local criteria for selecting an evidence-based program, the Oregon Department of Education's recommendations can provide a model, especially when a commitment to equity and culturally responsive pedagogy are at the forefront.

SOURCE: Oregon DOE

TAGS [implementation support](#) [evidence-based programs](#)

[Practices of Promise: Exploring Ways to Share the Power Toward Equitable Decision-Making in Portland Public Schools](#)

How can a school district select an SEL program that aligns with its commitment to equity and social justice through an inclusive process that also demonstrates and deepens that commitment? This brief describes Portland's approach that brought many voices to the table, shared decision-making power, built trust, and centered the district's equity work.

SOURCE:

CASEL

TAGS [evidence-based programs](#) [family and community engagement](#) [youth voice](#)

[Supporting Implementation of Evidence-Based Programs in El Paso and Oakland](#)

In this webinar you will hear from El Paso Independent School District and Oakland Unified School District on their process to support meaningful implementation of SEL programs in their communities. Hear about their lessons learned, what worked well, and the strategies they employed to improve the adult and student experiences of programs.

SOURCE:

CASEL

TAGS [implementation support](#) [evidence-based programs](#)

[Preparing to Select an Evidence-Based Program in Portland Public Schools](#)

In this webinar you can hear from Portland Public Schools about the process they took to prepare for adoption of an SEL program.

SOURCE:

CASEL

TAGS [evidence-based programs](#)

[Practices of Promise: Selecting Evidence-Based Programs Through Meaningful Partnerships](#)

Peek into El Paso Independent School District's process for engaging staff, families, and communities in examining and selecting evidence-based SEL programs that align with their school communities' needs and districtwide vision.

SOURCE:

CASEL

TAGS [evidence-based programs](#) [family and community engagement](#)

[SEL Alignment Tools](#)

The Wisconsin Department of Public Instruction invited SEL program providers to share crosswalks to show the alignment between their evidence-based programs and Wisconsin's SEL standards. This page includes information about each program, alignment charts, and webinars to introduce program consultants.

SOURCE: Wisconsin DPI

TAGS [SEL standards](#) [evidence-based programs](#)

[RFP for SEL Curriculum for High School](#)

Atlanta's full Request for Proposals for High School SEL programs with sample ad, timeline, and scope of work.

SOURCE: Atlanta Public Schools

TAGS [contracting](#) [school board](#) [human and financial resource alignment](#) [evidence-based programs](#)

[RFP for Social and Emotional Learning Programs](#)

Nashville's full Request for Proposals for SEL programs, including scope of services and criteria for selection.

SOURCE: Metropolitan Nashville Public Schools

TAGS [contracting](#) [school board](#) [human and financial resource alignment](#) [evidence-based programs](#)

[Austin's MAPS Course for Freshmen \(video\)](#)

MAPS (Methods for Academic and Personal Success) is a credit-bearing course for freshmen at Austin High School and other district high schools to support the transition into high school by teaching students how to organize for success, manage their emotions, resolve conflicts, build and maintain positive relationships, and other critical social and emotional learning and student success skills.

SOURCE: Austin Independent School District

TAGS [advisory/homeroom](#) [high school grades](#) [college and career readiness](#)
