

2018 State Scorecard Scan

More States Are Supporting Social and Emotional Learning



The number of states that have developed policies and guidance to advance social and emotional learning (SEL) has increased steadily in the past several years.

The increased activity comes in response to [growing demand](#) from educators, business leaders, scientists, and parents to provide today's students with a more well-rounded education that prepares them for success in school, at work, and in life. It also comes in the wake of the growing body of [research](#) documenting the many individual and societal benefits of SEL. In addition, the growing attention likely has been stimulated by the increased policy flexibility states have under the federal Every Student Succeeds Act (ESSA).

In 2011, CASEL launched the [State Scan Scorecard Project](#). Its purpose was to identify state policies and guidance to support students' social and emotional development. That included standards or competencies to articulate what students should know and be able to do with regard to SEL.

As summarized in *Table 1*, the 2011 scan found that **48 states** had articulated preschool competencies for SEL, two states had articulated SEL competencies that extended from preschool into the early elementary grades, and one state (Illinois) had articulated competencies for preschool through 12th grade.

By 2013, **49 states** had preschool competencies for SEL, three states had PreK-early elementary competencies, and three states had PreK-12 competencies. In 2013, the CASEL state scan found that four states had also posted guidance for SEL.

By 2015, all 50 states had preschool competencies for SEL, **seven states** had PreK-early elementary competencies, and four states had K-12 competencies.

By the end of 2017, at least **eight states** had articulated SEL competencies through 12th grade. **Sixteen states** had posted guidance related to SEL.

Further, through our work with the [Collaborating States Initiative \(CSI\)](#), CASEL is aware of at least eight additional states working on plans that will result in policies and guidance to support SEL. Thus, we expect that, by the end of 2019, at least 16 states will have articulated SEL competencies through 12th grade, a sixteen-fold increase since 2011.

All **50** States

now have preschool SEL competencies

8 

states have K-12
SEL competencies
(up from 1 in 2011)

8 

additional states
developing
guidelines

16 

states have
SEL-related
web pages

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These policies and guidance documents take various forms. Because of pushback against the Common Core academic standards, and because the SEL guidance is voluntary rather than required, many states refer to what students should know and be able to do as “competencies,” “goals,” or “benchmarks,” rather than “standards.” Further, some states have avoided standalone competencies for SEL altogether, and instead emphasize that SEL instruction should be part of core academic instruction. Other state teams in the CSI have proposed creating guidance documents or revising policies to integrate SEL across the curriculum rather than establish SEL competencies.

Table 1. Summary of CASEL State Scorecard Findings, 2011–2019

	2011	2013	2015	2017	Projected by 2019
Preschool	48	49	50	50	50
Preschool-Early Elementary	2	3	7	8	
K-12	1	3	4	8	16

Links to State Guidelines and Resources*

States that have developed competencies for SEL, from preschool through early elementary grades include:

- Connecticut (K-3)
- Idaho (birth to grade 3)
- Massachusetts (PreK-K)
- Ohio (K-3)
- Oregon (early learning-kindergarten)
- Pennsylvania (PreK-2)
- Vermont (PreK-3)
- Washington (birth to grade 3)

States that have developed competencies for SEL through high school include: *

- Illinois (2004)
- Kansas (2012)
- Maine (2012)
- Michigan (2017)
- Nevada (2017)
- New Jersey (2017)
- Rhode Island (2017)
- West Virginia (2012)

At least 16 states have developed web pages to share K-12 resources on SEL, including resources to support implementation*:

- California
- Colorado
- Illinois (also here)
- Indiana
- Kansas
- Massachusetts
- Michigan
- Nebraska
- New Hampshire
- New Jersey
- New York
- Oregon (guidance for kindergarten)
- Rhode Island
- Tennessee
- Washington: Report of Benchmark Group; Professional Development Module
- Wisconsin: Competencies posted for review on website

*Not all of the states listed are members of the CASEL CSI

About the Collaborating States Initiative (CSI)

The purpose and mission of the [Collaborating States Initiative \(CSI\)](#), launched in 2016, is to work with states and school districts to help ensure that preschool to high school students are fully prepared—academically, socially, and emotionally—to succeed in school, at work, and in life. The work is supported by the Robert Wood Johnson Foundation, Pure Edge, Inc., and the Einhorn Family Charitable Trust.

Participation in the CSI has grown dramatically in the past year. For example, in May 2017, teams from 19 states participated in the CSI national meeting. In February 2018, teams from 25 states across the country attended the most recent national meeting of the CSI—a 26 percent increase in nine months. SEL plans and activities vary, based on each state's unique context. States are asked as part of the CSI to develop customized plans. Some states are developing guidelines or professional learning to support student SEL. Others are articulating learning goals for student SEL. Other states are strategically integrating SEL into existing programs and priorities, including academics. Others are using a combination of these strategies. All are committed to creating statewide conditions where educators are effectively equipped and encouraged to support their students' social and emotional development.

CASEL's roles are to:

- Share research findings, information about best practices, and [resources/tools](#) such as guidance on how to integrate SEL into English Language Arts, mathematics, and social studies
- Facilitate connections and sharing of examples and resources across states
- Provide technical assistance to states that request it
- Document how states, districts, and schools are implementing these policies and practices
- Share the findings to help other states that may be on a similar journey

Additional information is on our [website](#).