SOCIAL AND EMOTIONAL LEARNING & SUSTAINABILITY

November 2021
In 2011, CASEL launched a large-scale action research project that sought to address the next-generation questions:

- Can large urban school districts put into place the policies and practices that would promote the social and emotional competencies of all students throughout the district?
- If so, how?
- What outcomes would we see for kids?
We want to hear from you:

Who's with us today?

Poll ended | 1 question | 149 of 189 (78%) participated

1. What setting do you work in? (Single Choice) *

149/149 (100%) answered

- Community organization (6/149) 4%
- Foundation/Philanthropy (3/149) 2%
- Nonprofit (21/149) 14%
- Program/Assessment provider (6/149) 4%
- School district (38/149) 26%
- School (49/149) 33%
- State level (8/149) 5%

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CASEL’s Collaborating Districts Initiative
Launched in 2011

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THE SIX ELEMENTS FOR SEL SUSTAINABILITY

1. Leaders model and cultivate a shared vision for SEL
2. Core district priorities connect departments and individuals to SEL
3. Schools have pathways for SEL implementation and room to innovate
4. SEL informs and shapes adult learning and staff culture and climate
5. Students, families, and communities are co-creators of the SEL vision and plans
6. Communities of practice strengthen implementation

@caselorg
Dr. Bloodine Barthelus  
Director of Practice Innovations  
CASEL

Sherrie Raven  
Director of SEL Implementation  
CASEL

Karen VanAusdal  
Senior Director of Practice  
CASEL
“What I Wish I Knew…”

If they knew then what they know now...
Visit our website to learn more and read the full report: