
Program Provider Submission Checklists

for the CASEL Guide to Effective Social & Emotional Learning Programs

PROGRAM EVALUATION SUBMISSION CHECKLIST

Use the checklist below to determine if your SEL program meets our Program Guide's evaluation and evaluation report requirements.

For clear and common definitions for terms commonly used in social science and educational research, reference [Child Trends](#) and the [Office of Elementary and Secondary Education](#).

Design and Procedures

In this section you'll be asked to provide information about how the evaluation was designed to assess program effectiveness, whether there was a comparison group, how students were recruited, and how the program was implemented.

- Utilize a randomized control trial (RCT) or quasi-experimental (QE) research study design
 - If RCT, include pre-post test data (final analytic sample \geq 100 participants) OR post-test data (final analytic sample \geq 350 participants)
 - If QE, include pre-post test data (final analytic sample \geq 100 participants)
- Include two study groups: intervention group (i.e., received the in-school intervention) and an appropriately-matched comparison group (i.e., did not receive any intervention components)
- Describe procedures for recruiting research sites and/or participants, including who, when, where, why, and how
- Describe parental consent and student assent procedures (*if consent and/or assent were not obtained, it will not affect eligibility; you will be asked to state that it was not obtained*)
- Describe program delivery and components, including who delivered the program, when and how long they delivered it, and other relevant information about program delivery
- Describe training procedures for the individuals who delivered the program

Participants

In this section you'll be asked to provide information about who participated in the evaluation study to help district- and school-level personnel decide if an SEL program may be a good fit for their school community.

- ❑ Include a minimum of 100 participants in the final analytic sample size (i.e., participants represented at both pre- and post-test), with the intervention and comparison groups each having at least 50 participants
 - ❑ Report the number of participants in each study group at pre- and post-test (and follow-up if applicable).
- ❑ Describe student participants, including race/ethnicity, grade level (or age), or socioeconomic status (e.g., FRPL). Other demographics are also welcome
 - ❑ This can be reported with individual student-level data (e.g., gathered from students' school records, student or parent surveys) or school-level data (e.g., percentage of student body at participating schools)
 - ❑ Report if student participants are representative of overall school- and or grade-level demographics or characteristics
- ❑ Describe the participating schools, including if eligible for Title I funds, urbanicity (e.g., rural, suburban, urban), geographic location, school type (e.g., public, private). Other demographics are also welcome
- ❑ State the number of school districts included in this evaluation

Measures

For each measure used, including outcome measures and any covariates, you will be asked to provide the following:

- ❑ Name and citation for the measure
- ❑ Brief description of the measure and or sample items (*you will be asked to share outcome measures in entirety with the CASEL Program Guide team*).
- ❑ Timing of each data collection as specifically as possible (e.g., first two weeks in September 2019; Spring 2017 semester)
 - ❑ For most applicants, this will include timing for pre-test and post-test but could also include any follow-ups if applicable
- ❑ Information on the reporter (e.g., self-report by students, observations by teachers)
- ❑ Number of items included in the measure
- ❑ Response options (also called the scale)
 - ❑ If you re-scaled the measure, describe why and the original response options that the participant completed (e.g., "The response options ranged from 0 (*never*) to 4 (*all the time*). Due to the restricted range of ratings, items in the current study were recoded into a binary variable of bullying behaviors, with a final range of 0 (*never*) to 1 (*happened*)")
- ❑ Measurement reliability (if applicable), most often Cronbach's alpha

Example of a measurement write-up. *We assessed school belonging using Gottfredson's (1984) school belonging measure. Students indicated the extent to which they agreed with five statements about school belonging using a 5-item scale ranging from 1 (no way) to 5 (for sure yes). A sample item is "there is an adult at this school who I can go to when I need information*

*about school.” The five items were averaged, with higher scores indicating greater school belonging ($\alpha = 0.79$ and $\alpha = 0.88$ at pre-test and post-test, respectively). Pre-test was completed in August 2017 and post-test was completed in April 2018. Gottfredson, G. D. (1984). *The effective school battery*. Odessa, FL: Psychological Assessment Resources Incorporated*

Analysis Plan

In this section, you will be asked to describe the stages of analyses and the steps taken at each stage.

- Name statistical program(s) used in analyses (e.g., R, SPSS, STATA)
- Name statistical test used to measure baseline equivalence (*we most frequently see independent t-tests and chi-squared tests used*)
 - Test and describe how/if there is baseline equivalence for each outcome
 - Optional: Test and describe how/if there is baseline equivalence for demographics of interest (*this is common in social science and educational research, but is not required*)
- Name statistical test used to measure if there was a statistical difference in the way the participants in the intervention group changed compared to the way the participants in the comparison group changed (*we most frequently see ANCOVAs repeated measures ANOVAs, regressions, and HLM used*)
 - Include information on how pre-tests were statistically accounted for in models
- Describe how missing data were handled
- If including covariates, state which analyses they were included in

Results

This section explains the relations between study constructs and includes relevant statistics. Relevant statistics may be most easily relayed in table(s) and or figure(s).

- Describe baseline equivalency testing results, as well as any applicable actions stemming from those results
 - Include both significant and non-significant results
 - Include coefficients and p values (report p values (e.g., $p = .031$) to two or three decimal places. However, report p values less than .001 as $p < .001$)
- Describe results from tests demonstrating if there is a difference in the way the participants in the intervention group changed compared to the way the participants in the comparison group changed
 - Include both significant and non-significant results
 - Include coefficients (*we most frequently see F-statistic, b , or β reported*) and p values

Example of analysis and results write-up. *Baseline equivalency testing revealed students in the intervention were statistically less likely to receive FRPL than their peers in the comparison group ($t_{315,846} = 15.05, p < .001$). Therefore, students' receipt of FRPL was included as a covariate in all subsequent analyses.*

Students in the intervention group demonstrated significant reductions in teacher-reported aggressive behavior compared to students in the control condition ($\beta = 0.12$, $p = .03$; outcome pretest, gender, and student race included as covariates in all analyses).

PROGRAM DESIGN SUBMISSION CHECKLIST

To meet CASEL Program Guide's design requirements, programs must:

- Utilize one or more of the following approaches:
 - Explicit instruction through free-standing lessons
 - Embedded teaching practices
 - Integration of SEL with academics
 - Organizational (systemic support for school- or district-wide implementation)
- Be designed to be implemented during the regular school day
- Be designed to be implemented with a student population within grades PreK-12
 - If a program uses curriculum grade banding (e.g., early education grade band, as opposed to curriculum for pre-kindergarten, for kindergarten, and for 1st grade) the highest possible designation a program would be eligible for is **Promising**
- Be universal (i.e., Tier 1) implementation
- Align with [CASEL's 5 core competencies](#) (*Note: To be eligible for the **SElect** designation, a program must robustly address all 5 core competencies*)
- Incorporate the four elements of the acronym SAFE:
 - S**equenced: Connected and coordinated activities to foster skills development
 - A**ctive: Active forms of learning to help students master new skills
 - F**ocused: Containing a component that emphasizes developing personal and social skills
 - E**xplicit: Targeting specific social and emotional skill development
- Offer initial training and ongoing implementation support
- Offer robust opportunities for students to practice learned social and emotional skills
- Be electronically available to share with the CASEL team