

## Social Emotional Skills are Workforce-Ready Skills

**Teachers** cited the positive effects of SEL on workforce readiness (87%); life success (87%); attendance/ graduation (80%); college preparation (78%); and academic success (75%).

**Employers** value social emotional skills: 92% of surveyed executives say skills such as problem-solving and communicating clearly are equally or more important than technical skills.<sup>1</sup>

**The Top 10 skills identified by the World Economic Forum involve social and emotional competence.**<sup>2</sup>

1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others
6. Emotional intelligence
7. Judgment and decision-making
8. Service orientation
9. Negotiation
10. Cognitive flexibility



**Education Week surveyed executives at some of the nation's leading companies in hospitality, automotive, and consulting, asking what they would want and expect from today's K-12 students as future employees.**

Sysco: **growth mindset and resilience; teamwork and collaboration**

McKinsey: the **social and emotional skills to competently overcome difficulties**

Boston Consulting Group: **growth mindset, self-direction and discipline, ability to prioritize, and digital fluency**

Microsoft: **critical thinking and creativity, cognitive flexibility (ability to deal with ambiguity and change), and self-regulation**

Blue Cross Blue Shield Association: **self-awareness and personal well-being**

CareFirst Blue Cross Blue Shield: **Empathy** is critical to the success of every person and team. Practicing empathy is the first step to unlocking the value of each other's diversity.

Hyatt: a strong level of **empathy**—understanding what our guests need in order to really care for them.

Cigna: **resilience-building factors**: practicing good physical and mental health, staying active and practicing stress-reduction activities, building connections, mentorship, ability to dialogue on difficult topics, fostering inclusivity and being surrounded by a diverse community

General Motors: learning agility as a core skill; **resilience and adaptability**<sup>3</sup>

## Social Emotional Skills are College-Ready Skills

SEL skills, such as persistence, motivation, engagement, time management, and collaboration, are necessary for education and work in the 21st century and are predictive of achievement in these categories.<sup>4</sup>

**College enrollment and persistence are correlated with SEL skills like academic self-confidence, motivation, and time management.**<sup>5</sup>

There is growing collective support among higher education stakeholders to transform the college admissions process to communicate the value of students' efforts to help others and their communities and to more effectively elicit information from students to describe these experiences as part of a balanced admissions profile.<sup>6</sup>

**The benefits of developing student SEL purportedly carry over beyond students' initial postsecondary experiences to enable success in professional or graduate school endeavors.** For example, medical students' ability to regulate emotions, rather than cognitive ability, is tied to more effective communication and interpersonal sensitivity in patient-physician interactions, an essential aspect of medical practice.<sup>7</sup>

The capacity to **self-regulate and self-motivate** enables doctoral students to complete arduous graduate writing and persist toward graduation.<sup>8</sup>

"Statistically significant associations exist between measured **social-emotional skills in kindergarten and young adult outcomes** across multiple domains. Kindergartners who were stronger in SEL competence were more likely to graduate from high school; **complete a college degree**; and obtain stable employment in young adulthood. In later life, they were less likely to be living in public housing; receiving public assistance; involved with police; or in a detention facility."<sup>9</sup>



## SEL Programming Provides a Return on Investment

According to cost-benefit research, **SEL programming is a wise financial investment.** The average return on investment for six evidence-based programs is 11 to 1, meaning for every dollar invested, there is an \$11 return, which are savings from costs not incurred for intervention.<sup>10</sup>





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<sup>1</sup>McGraw Hill Education. (2018). 2018 *social and emotional learning report*. <https://s3.amazonaws.com/e-commerce-prod.mheducation.com/unitas/corporate/promotions/2018-social-emotional-learning-survey.pdf>

<sup>2</sup>World Economic Forum. (2020) *Future of jobs report*. <https://www.weforum.org/reports/the-future-of-jobs-report-2020/>

<sup>3</sup>Lieberman, M. (2021). *Top U.S. companies: These are the skills students need in a post-pandemic world*. [https://www.edweek.org/technology/top-u-s-companies-these-are-the-skills-students-need-in-a-post-pandemic-world/2021/03?utm\\_source=nl&utm\\_medium=eml&utm\\_campaign=eu&M=59894429&U=&UID=2e49912fd73682621c32bd844e8c1820/](https://www.edweek.org/technology/top-u-s-companies-these-are-the-skills-students-need-in-a-post-pandemic-world/2021/03?utm_source=nl&utm_medium=eml&utm_campaign=eu&M=59894429&U=&UID=2e49912fd73682621c32bd844e8c1820/)

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<sup>4</sup>Millett. C.M. (2020). *Perspectives on social and emotional learning in tertiary education*. [Policy Report]. ETS Policy Evaluation & Research Center

<sup>5</sup>Millett. C.M. (2020). *Perspectives on social and emotional learning in tertiary education*. [Policy Report]. ETS Policy Evaluation & Research Center

<sup>6</sup>Millett. C.M. (2020). *Perspectives on social and emotional learning in tertiary education*. [Policy Report]. ETS Policy Evaluation & Research Center

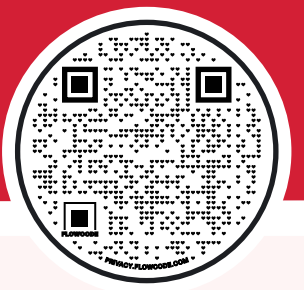
<sup>7</sup>Millett. C.M. (2020). *Perspectives on social and emotional learning in tertiary education*. [Policy Report]. ETS Policy Evaluation & Research Center

<sup>8</sup>Millett. C.M. (2020). *Perspectives on social and emotional learning in tertiary education*. [Policy Report]. ETS Policy Evaluation & Research Center

<sup>9</sup>Jones, D.E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*, 105, 11, 2283-2290. <https://ajph.aphapublications.org/doi/10.2105/AJPH.2015.302630>

## SEL Programming Provides a Return on Investment

<sup>10</sup>Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). *The economic value of social and emotional learning*. <https://www.cambridge.org/core/journals/journal-of-benefit-cost-analysis/article/economic-value-of-social-and-emotional-learning/D9A12352A7CF1B39E9A2B7EA4C68F150>

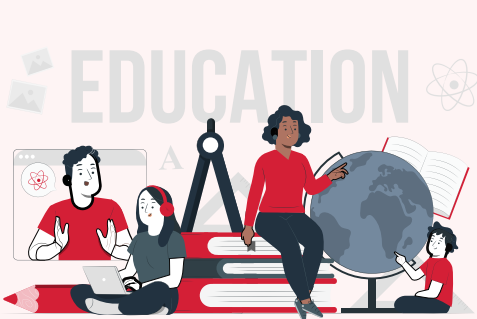


## Social Emotional Learning (SEL) is Widely Adopted

Seventy-six percent of principals and 53 percent of teachers nationally reported that their schools used a social and emotional learning (SEL) program or SEL curriculum materials in the 2021-2022 school year.<sup>1</sup>



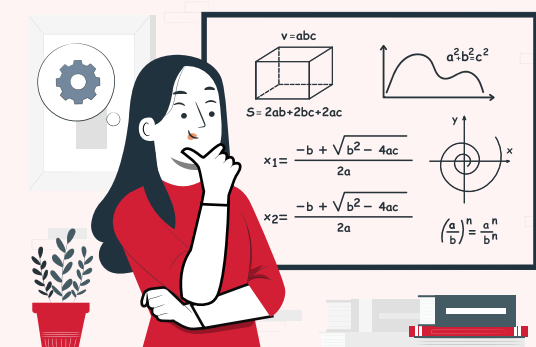
## SEL Supports Teachers



Teachers with high levels of social competence are better able to protect themselves from burnout by: Developing and managing nurturing relationships with their students; serving as behavioral role models for children; and regulating their own emotions.<sup>2</sup>

Researchers examined 13 empirical studies on SEL interventions for teachers and found that SEL was linked to **reducing teachers' overall burnout** by having a positive impact on emotional exhaustion and feelings of personal accomplishment.<sup>3</sup>

## Administrators, Parents, and Teachers Value SEL



A 2011 meta-analysis of 213 studies involving school-based, universal SEL programs including over 270,000 students in K-12 revealed: "SEL participants demonstrated **significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement.**"<sup>4</sup>

Teaching SEL skills in the classroom is most important for **improving negative student behaviors such as bullying**, according to teachers and administrators; and according to parents.<sup>5</sup>

"The overwhelming majority of administrators (96%), teachers (93%) and parents (81%) believe that **social and emotional learning is just as important as academic learning.**"<sup>6</sup>

## Social Emotional Competence Reduces Mental Health Difficulties

In a 2011 meta-analysis of 213 studies involving school-based, universal SEL programs including over 270,000 students in K-12, researchers noted a **reduced risk of failure due to conduct problems and emotional distress.**<sup>7</sup>

A growing body of evidence indicates that enhancing social, emotional, and behavioral skills is a key determinant to **young people's mental health and wellbeing**, and supports them in **achieving positive outcomes** in school, work, and life.<sup>8</sup>



Universal social and emotional learning (SEL) interventions have good evidence of **enhancing young people's social and emotional skills and reducing symptoms of depression and anxiety** in the short term.<sup>9</sup>

Researchers studied 1629 nine- to twelve-year-olds in a randomized trial of a universal SEL intervention. They found that students with greater **social-emotional competence were reported to experience fewer mental health difficulties, and that fewer mental health difficulties predicted higher academic attainment.**<sup>10</sup>

## SEL Implementation is Linked to Improved Student Outcomes



In a longitudinal analysis of 2,937 students in grades 1-3, teachers and peers noted **reduced aggression and increased prosocial behavior**. Teachers reported **improved academic engagement.**<sup>11</sup>

Students (n= 1,662) in 37 high schools reported **positive improvements in their school climate** in eight out of 10 domains: teaching quality, student relationships, adult relationships, adult-student relationships, discipline, support for SEL, student voice, and respect for diversity.<sup>12</sup>

Students who participated in SEL programs saw greater gains in SEL competencies and academic performance compared to students who did not participate.<sup>13</sup>





## Social Emotional Learning (SEL) is Widely Adopted

<sup>1</sup>CASEL. (2022). *SEL in schools nationally and in the CDI*. <https://casel.org/sel-in-schools-nationally-and-in-the-cdi/>

## SEL Supports Teachers

<sup>2</sup>Jennings, P.A. & Greenberg, M.T. (2009) The pro social classroom: Teacher social and emotional competence in relation to student and classroom outcomes. *Review of Educational Research*, 79(1), 491-525. <https://doi.org/10.3102/0034654308325693>

<sup>3</sup>Oliveira, S., Roberto, M.S., Veiga-Simão, A.M., & Marques-Pinto, A. (2021). A meta-analysis of the impact of social and emotional learning interventions on teachers' burnout symptoms. *Educational Psychology Review*, 33, 1779-1808. <https://doi.org/10.1007/s10648-021-09612-x>

## Administrators, Parents, and Teachers Value SEL

<sup>4</sup>Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D. & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development* 82(1), 405-432. doi: 10.1111/j.1467-8624.2010.01564.x

<sup>5</sup>McGraw Hill Education. (2018). *2018 social and emotional learning report*. <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/corporate/promotions/2018-social-emotional-learning-survey.pdf>

<sup>6</sup>McGraw Hill Education. (2018). *2018 social and emotional learning report*. <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/corporate/promotions/2018-social-emotional-learning-survey.pdf>

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<sup>7</sup>Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D. & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development* 82(1), 405-432. doi: 10.1111/j.1467-8624.2010.01564.x

<sup>8</sup>Early Intervention Foundation. (2021). *Adolescent mental health: A systematic review on the effectiveness of school-based interventions*. <https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions>

<sup>9</sup>Early Intervention Foundation. (2021). *Adolescent mental health: A systematic review on the effectiveness of school-based interventions*. <https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions>

<sup>10</sup>Panayiotou, M., Humphrey, N. & Wigelsworth, M. (2019). An empirical basis for linking social and emotional learning to academic performance. *Contemporary Educational Psychology*, 56, 193-204. <https://www.sciencedirect.com/science/article/pii/S0361476X18303382?via%3Dihub>

## Implementation is Linked to Improved Student Outcomes

<sup>11</sup>Conduct Problems Prevention Research Group. (2010). The effects of a multi year universal social-emotional learning program: The role of student and school characteristics. *Journal of Clinical Psychology* 78(2), 156-168. doi: 10.1037/a0018607

<sup>12</sup>Baumsteiger, R., Hoffmann, J., Gualda, R.C., & Brackett, M.A. (2022). Enhancing school climate through social and emotional learning: Effects of RULER in Mexican secondary schools. *Learning Environments Research* 25(2), 465-483. <https://doi.org/10.1007/s10984-021-09374-x>

<sup>13</sup>Mahoney, J.L., Durlak, J.A., & Weissberg, R.P. (2018). *An update on social and emotional learning outcome research*. <https://kappanonline.org/social-emotional-learning-outcome-research-mahoney-durlak-weissberg/>