

# How to Talk about Social and Emotional Learning with Community Influencers

FINDINGS FROM A SURVEY OF  
NASBE SEL NETWORK STATES

PREPARED BY EDGE RESEARCH, APRIL 2019

NASBE

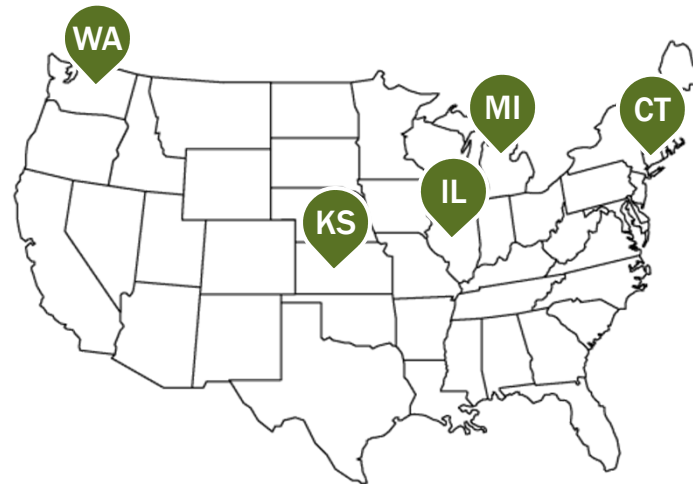
National Association of  
State Boards of Education



# Project Overview

- **Purpose:** With support from the Robert Wood Johnson Foundation (RWJF), NASBE convened the Social and Emotional Learning (SEL) Network, a collaborative of five state teams to advance goals set for SEL in their state.
- **Process:** Edge Research facilitated a discussion with network members at the NASBE annual meeting, and then designed a survey to explore communications opportunities and red flags in states.
- **Quantitative methodology:** Edge Research conducted the online survey among n=1,036 “Community Influencers” – people active and engaged in their communities – across the 5 NASBE SEL network states. See appendix for respondent profile; conducted Jan 3-29, 2019.

## SURVEY ACROSS NASBE SEL NETWORK STATES



Connecticut (CT): n=200  
Illinois (IL): n=205  
Kansas (KS): n=210  
Michigan (MI): n=211  
Washington (WA): n=210

### REPORT KEY

**Green (higher) / Red (lower)**  
indicates statistical significance

## Key Question Areas

- How State Boards can effectively communicate about SEL.
- Which SEL nomenclature is best received by Community Influencers in the Network states, and if any raise red flags.
- Common messaging that State Boards can use in dialogue about SEL and that helps avoid backlash that was seen with Common Core.
- What opposition might exist within states and what information pushes them in either direction (building on previous research).
- Drill down on different assessment options.
- Local context and opportunities to tailor the message within the Network states.
- How State Boards can engage stakeholders in dialogue about SEL and equity.

# Overview

**1**

## **COMMUNITY INFLUENCERS ARE PRIMED FOR THIS CONVERSATION.**

They are aware of SEL and see the role for schools. Tying SEL to other K-12 priorities like academic learning, real-world preparation, and quality for *all* students can broaden support. Stressing certain skills at different grade levels and educator training is also important. “SEAD” and/or “Life Skills” are more effective labels with this audience.

**2**

## **SUPPORT IS WIDE, BUT NOT DEEP, WITH SEVERAL WATCH-OUTS.**

While half of Community Influencers agree with many of the benefits of SEL, they also respond quickly to reservations, particularly around standards, teacher resources, and concerns that children will be labelled. At face value most think SEL can and should be assessed, but opinions start to break down on specifics.

**3**

## **STATE BOARDS FACE SIMILAR CHALLENGES AND OPPORTUNITIES.**

Findings are consistent across network states. Shared messaging works for all states, and State Boards can be a messenger and/or convener. Partnering with Community, Parent, and/or Faith-based groups is an effective way to help lead on this issue.

# Connection with K-12 Education Priorities

# Perceptions of K-12 Public Schools

Majorities of Community Influencers give their local schools an A or a B, but there are differences by State – IL and MI have more C’s and lower.

		CT	IL	KS	MI	WA
<b>A</b> Excellent	<b>12%</b>	14%	10%	12%	12%	13%
<b>B</b> Pretty Good	<b>44%</b>	<b>53%</b>	35%	<b>47%</b>	39%	<b>49%</b>
<b>C</b> Just Okay	<b>30%</b>	<b>25%</b>	35%	28%	34%	28%
<b>D</b> Not So Good	<b>7%</b>	<b>4%</b>	<b>10%</b>	7%	<b>10%</b>	<b>3%</b>
<b>F</b> Poor	<b>3%</b>	1%	5%	3%	4%	2%

Not sure 4%

### GIVING MORE “A” GRADES:

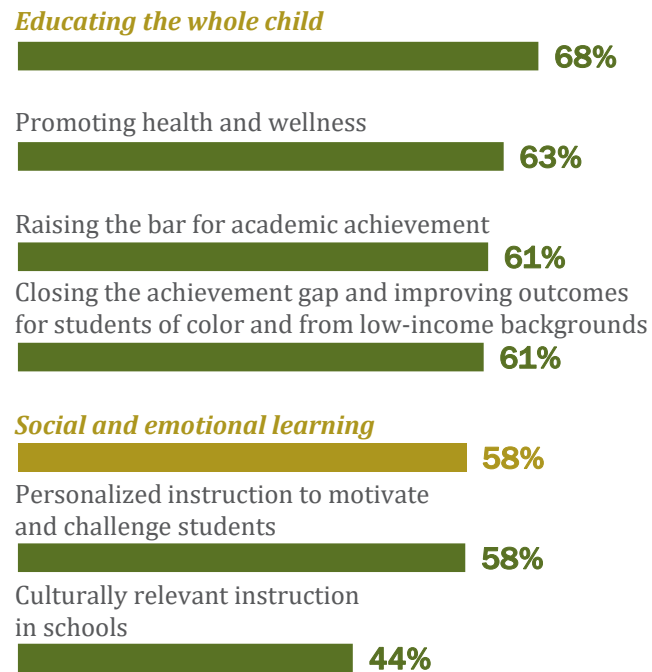
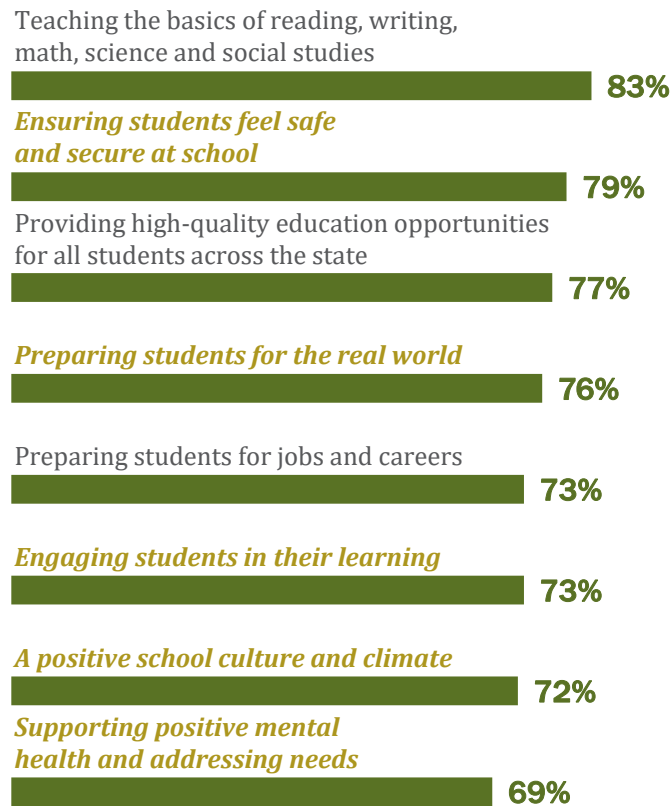
Parents (**21%**)  
 Age 18-34 (**19%**)  
 HH 100K+ (**18%**)  
 Urban (**20%**)  
 Republicans (**21%**)

### GIVING MORE “C” GRADES:

Women (**34%**)  
 African Americans (**37%**)  
 HH <50K (**34%**)

# K-12 Priorities

Respondents prioritize academics, as well as many of the components of SEL, i.e. safety and security, real world preparation, and student engagement. Six-in-10 say “social and emotional learning” is a priority.



**“SOCIAL AND EMOTIONAL LEARNING” MORE IMPORTANT TO:**  
 Parents (62%)  
 Age 18-34 (63%)  
 African Americans (73%)  
 HH <50K (66%)  
 Democrats (65%)

## K-12 Priorities (By State)

Findings are pretty consistent across states. In IL, safety, educational opportunities, and real world prep are on-par with teaching the basics.

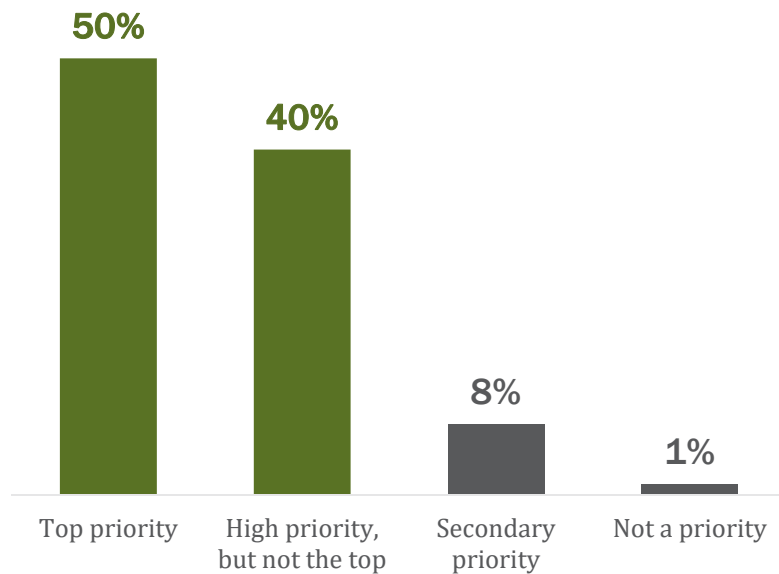
	TOTAL	CT	IL	KS	MI	WA
Teaching the basics of reading, writing, math, science and social studies	83%	85%	77%	86%	83%	85%
Ensuring students feel safe and secure at school	79%	81%	76%	75%	81%	85%
Providing high-quality education opportunities for all students across the state	77%	76%	76%	80%	76%	79%
Preparing students for the real world	76%	74%	76%	77%	75%	78%
Preparing students for jobs and careers	73%	74%	72%	75%	77%	69%
Engaging students in their learning	73%	70%	71%	75%	75%	76%
A positive school culture and climate	72%	74%	69%	71%	73%	75%
Supporting positive mental health and addressing needs	69%	66%	65%	68%	73%	72%
Educating the whole child	68%	67%	66%	68%	72%	67%
Promoting health and wellness	63%	60%	62%	68%	61%	66%
Raising the bar for academic achievement	61%	64%	55%	63%	65%	60%
Closing the achievement gap and improving outcomes for students of color and from low-income backgrounds	61%	59%	62%	56%	62%	65%
Social and emotional learning	58%	57%	56%	59%	64%	57%
Personalized instruction to motivate and challenge students	58%	59%	53%	55%	64%	61%
Culturally relevant instruction in schools	44%	42%	42%	43%	48%	43%



# Prioritizing SEL Development

Once Influencers hear a definition – which includes “social, emotional, and academic” – 9-in-10 see it as a priority. Those with the strongest convictions are recent HS graduates, African Americans, Women, and Democrats.

## HOW MUCH OF A PRIORITY SHOULD IT BE FOR K-12 PUBLIC SCHOOLS IN [STATE] TO DEVELOP THE FULL RANGE OF SOCIAL, EMOTIONAL, AND ACADEMIC SKILLS IN STUDENTS?



## TOP/HIGH PRIORITY (TOP 2)

CT	91%
IL	91%
KS	89%
MI	90%
WA	90%

## MORE OF A “TOP” PRIORITY FOR:

Females (57%)  
 Age 18-24 (59%)  
 African Americans (60%)  
 Democrats (55%)

# SEL Programs

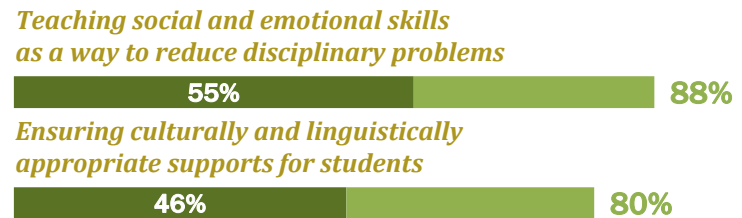
- After readiness and experiential opportunities, majorities find most of the SEL programs described “appropriate” for K-12 public schools.
- They are slightly less enthusiastic about “stress-reduction” and “culturally appropriate supports.”



## CONNECTICUT (CT)



## ILLINOIS (IL)



## SEL Programs (By State)

- Findings are mostly consistent by state.
- Recent HS grads, Parents, and African Americans are more open to teaching “stress reduction techniques.”

	TOTAL	CT	IL	KS	MI	WA
College and career readiness initiatives like on-the-job training and internships	95%	94%	92%	95%	97%	97%
Hands-on learning with individual or group projects	95%	95%	92%	96%	96%	98%
Developing students’ character and values	91%	93%	89%	89%	93%	92%
Shifting the focus from discipline and punishment, to learning from bad decisions and instilling a sense of accountability	90%	89%	85%	90%	93%	93%
Training for the workforce by focusing on specific subjects and skills needed by local employers	90%	90%	88%	92%	91%	88%
Teaching stress-reduction techniques	84%	86%	82%	82%	85%	85%
Strengthening relationships and partnership between school, family and community	–	92%	–	–	–	–
Whole child success, supporting the mind, body, and spirit	–	91%	–	–	–	–
Teaching social and emotional skills as a way to reduce disciplinary problems	–	–	88%	–	–	–
Ensuring culturally and linguistically appropriate supports for students	–	–	80%	–	–	–

**STRESS REDUCTION  
MORE APPROPRIATE:**  
Parents (87%)  
Age 18-34 (88%)  
African Americans (95%)

# Skills to Develop Over Time

- Research shows that constituents understand the language of skills, and referencing specific skills is one way to effectively communicate about SEL.
- From a list of 22 different skills, survey respondents were asked to pick 3 that they believe are MOST important for public schools to develop in students at different stages: elementary, middle, and high school.
- The list of skills was based on common SEL frameworks from the field, as well as learnings from other surveys.

## SKILLS SCHOOLS CAN HELP DEVELOP IN STUDENTS

Pick 3 that you think are the most important for public schools to develop in students.

- Basic reading, writing, math, science, etc.
- Problem-solving
- Respect
- Social skills
- Responsible decision-making
- Communication
- Critical thinking
- Self-control
- Listening
- Self-esteem
- Confidence
- Teamwork
- Self-motivation
- Kindness
- Learning from mistakes
- Creative thinking
- Compassion
- Independence
- Leadership
- Focus
- Perseverance
- Patience

# Skills to Develop Over Time

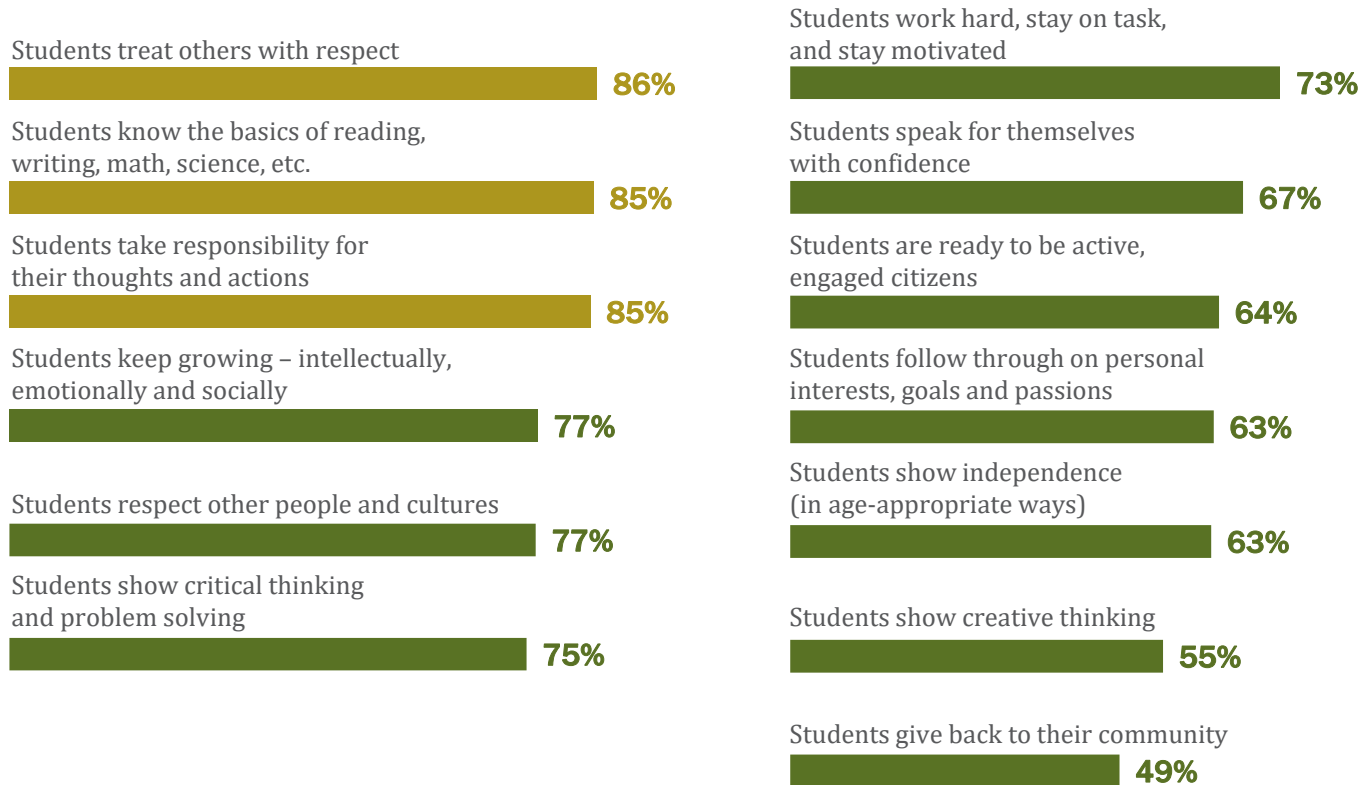
Some skills are consistently important, while others change over time.

	ELEMENTARY	MIDDLE	HIGH SCHOOL
Basic reading, writing, math, science, etc.	47%	31%	17%
Problem-solving	24%	23%	24%
Respect	21%	21%	14%
Social skills	17%	15%	10%
Responsible decision-making	16%	24%	34%
Communication	16%	16%	15%
Critical thinking	16%	19%	24%
Self-control	13%	13%	9%
Listening	13%	9%	4%

	ELEMENTARY	MIDDLE	HIGH SCHOOL
Self-esteem	12%	17%	9%
Confidence	11%	12%	11%
Teamwork	10%	13%	13%
Self-motivation	10%	14%	19%
Kindness	10%	7%	4%
Learning from mistakes	10%	11%	12%
Creative thinking	10%	8%	12%
Independence	6%	8%	18%
Leadership	6%	8%	19%

# Important Behaviors

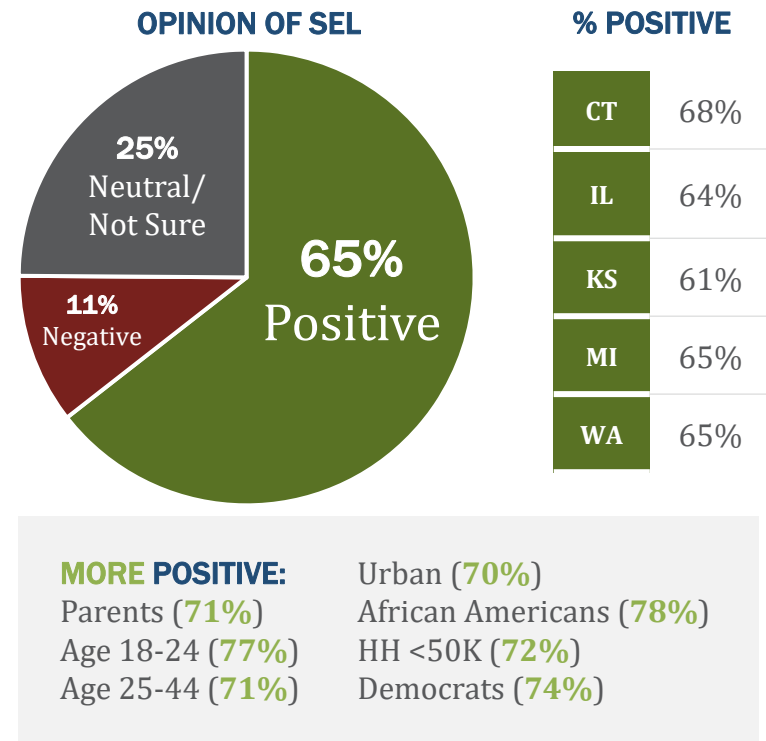
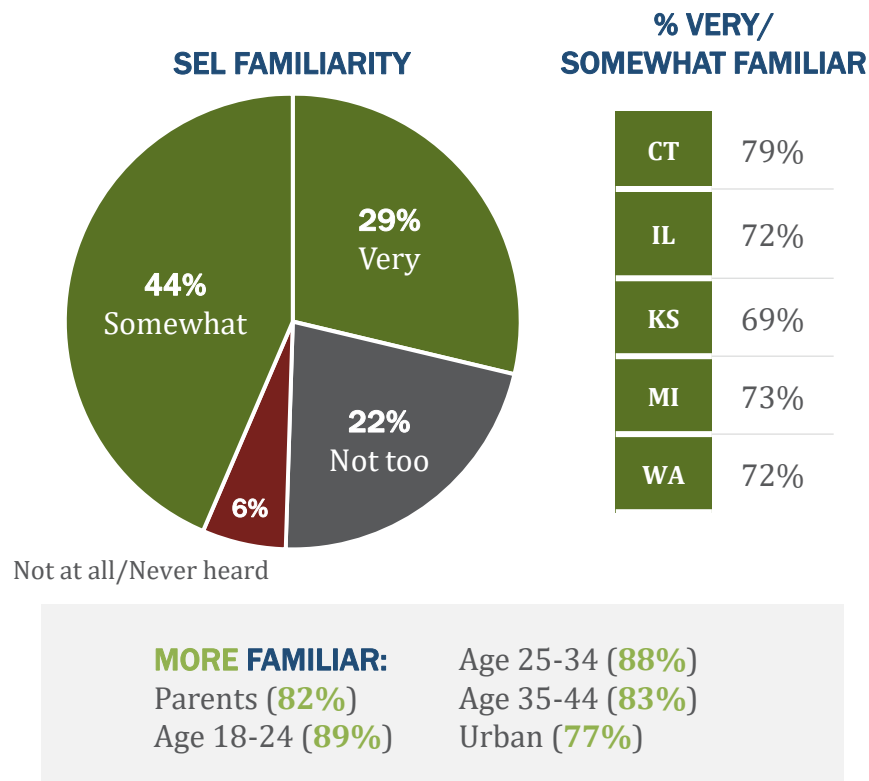
Treating others with respect and taking responsibility for one's thoughts and actions are perceived to be as important as basic academics.



# Spotlight on SEL

# SEL Awareness

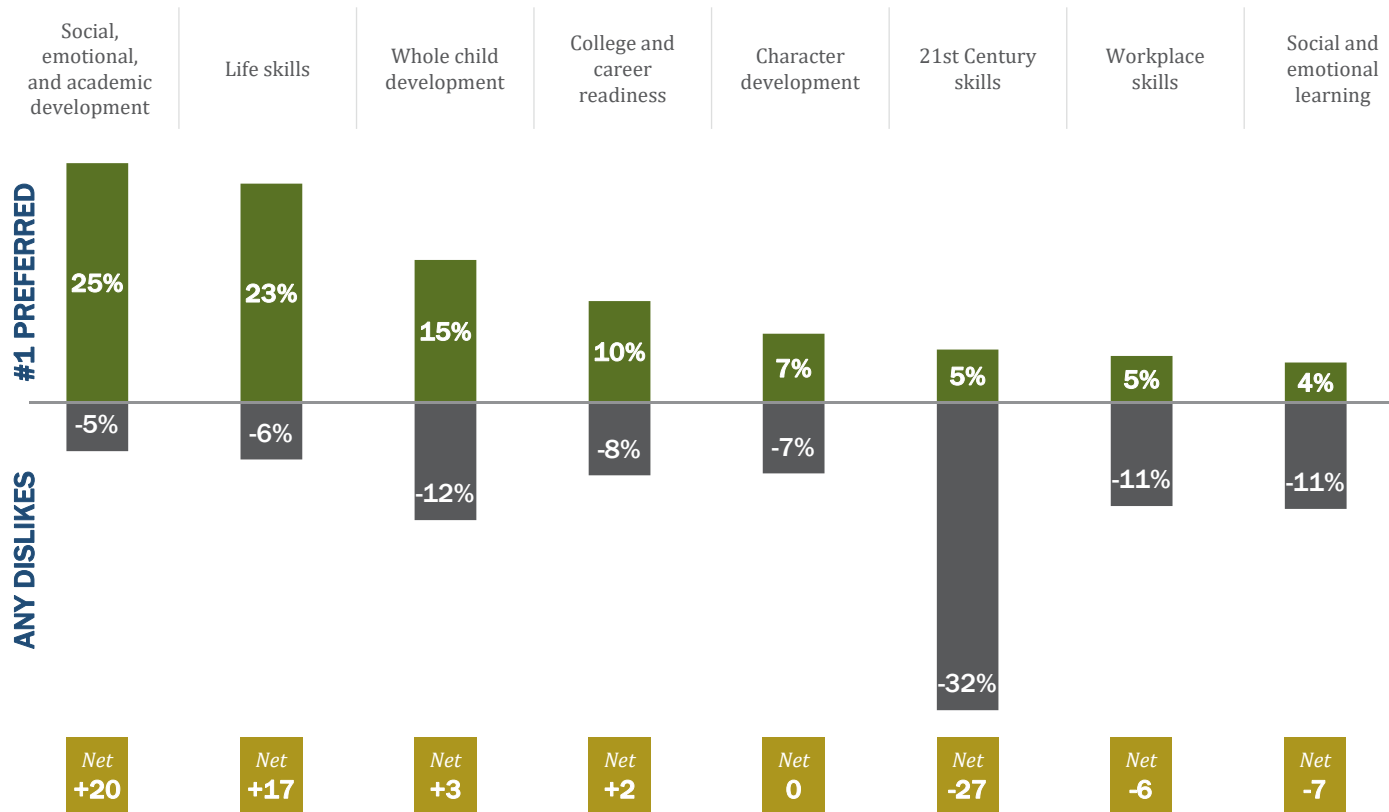
- 7 in 10 Community Influencers say they are “familiar” with SEL – and these numbers are higher among parents, urban, and younger respondents.
- Two-thirds say their opinions are positive, few are negative.





# What to Call It?

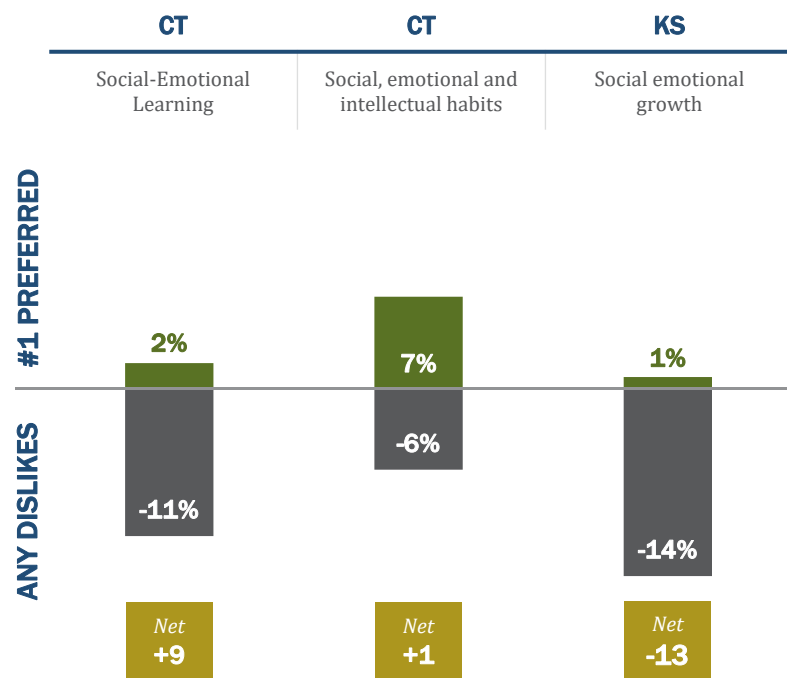
SEAD and Life Skills rise to the top as the preferred terms, more so than SEL. This is similar to other national research among public school parents.



**SEAD and LIFE SKILLS** are the top terms across Community Influencers by Parent/Non; Age; Ethnicity; Income; Urban/Suburban/Rural

# More on What to Call This:

- Derivatives of SEL are not popular.
- Comments illustrate feedback on nomenclature.



Age 18-44 prefer **SEAD** (25%) while Age 45-65+ prefer **LIFE SKILLS** (27%)

Democrats prefer **SEAD** (30%) while Republicans prefer **Life Skills** (27%)

*“They should be learning the skills that will help them succeed in life (beyond just academics).”*

*“Schools should do more than teach basics, they should prepare students for life.”*

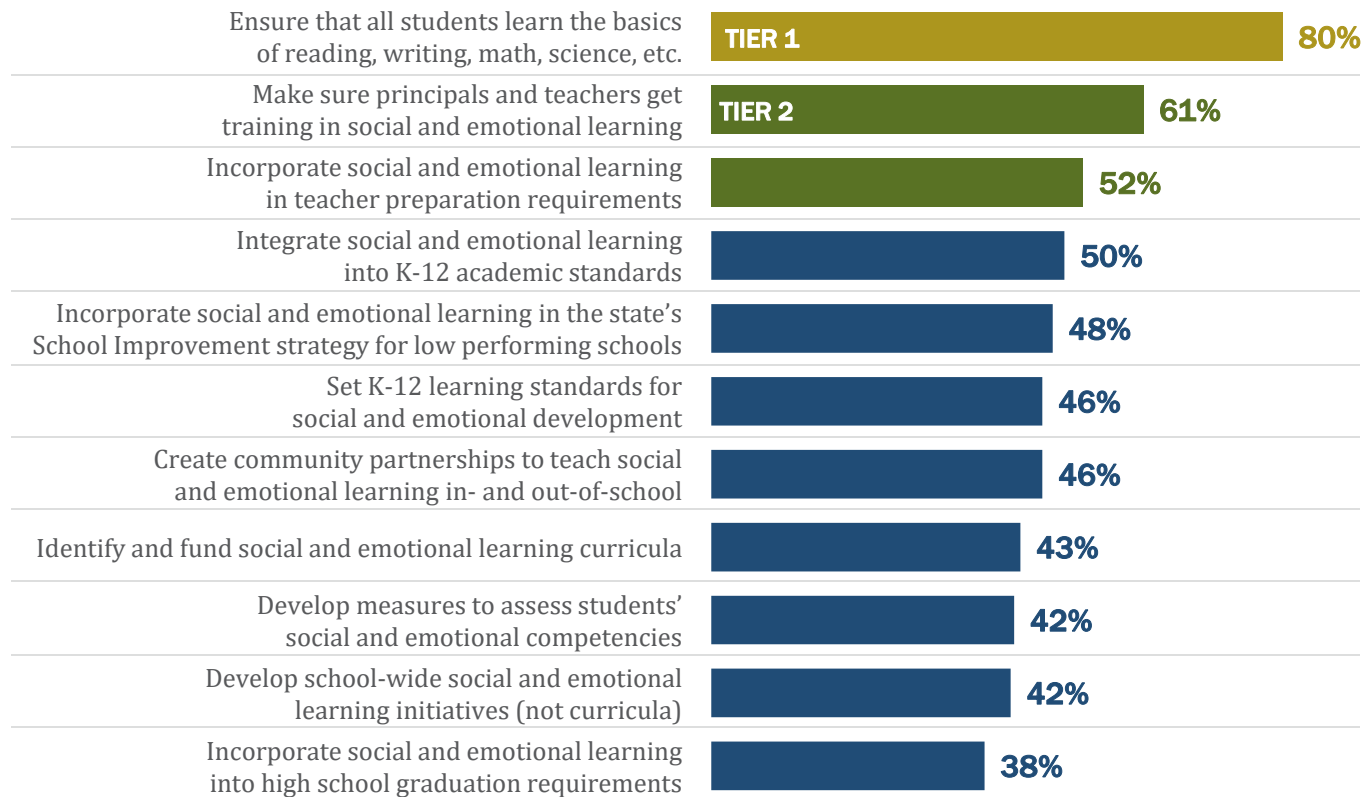
*“Developing the entire child.”*

*“Teaching should not be focused on what the workplace needs.”*

*“We shouldn't be raising pansy students whose fragile little feelings might get hurt.”*

# SEL Policy Priorities

- Twice as likely to say “basics” are a priority, than SEL in graduation requirements.
- Educator prep is also key.

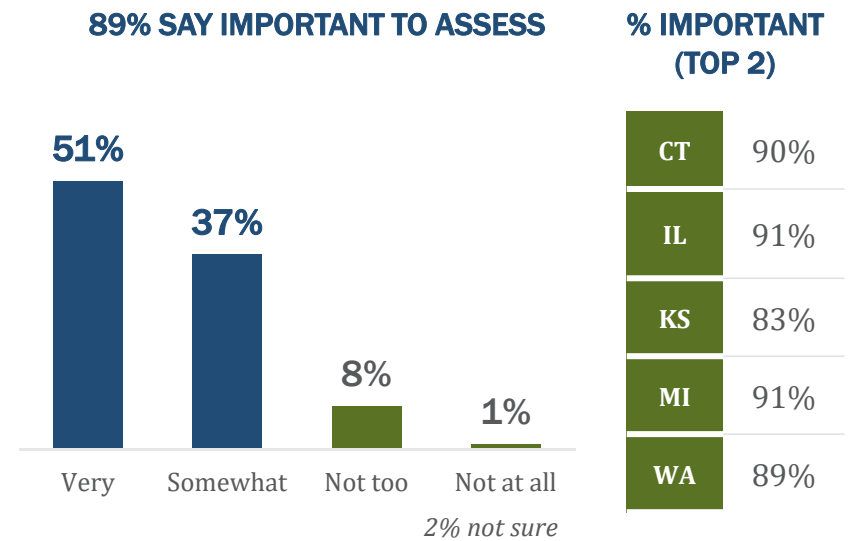
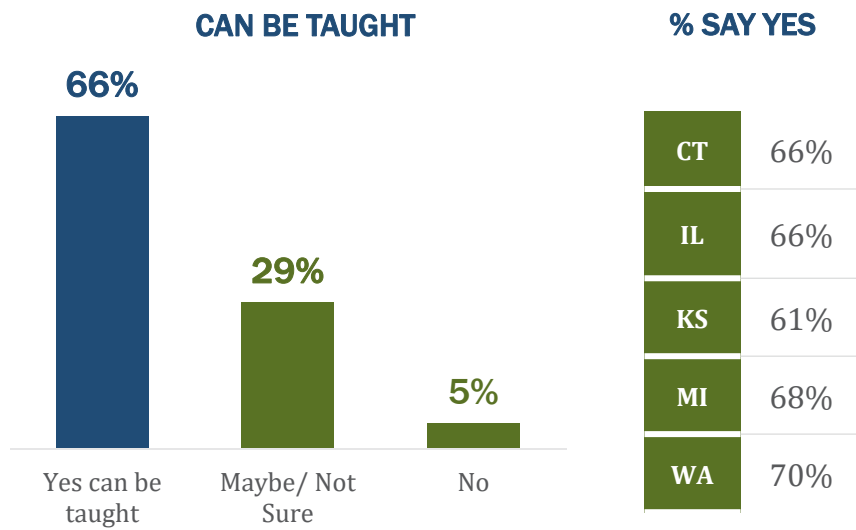


**ILLINOIS**  
Provide opportunities for additional certification for teachers and other school staff to specialize in social and emotional learning (44%)

**WASHINGTON**  
Gather community input in forums, public panels, online surveys (32%)

# SEL Expectations

Most Community Influencers think SEL can be taught and say it is important to assess. Parents and Age <44 are most enthusiastic.



**CAN BE TAUGHT:**  
 Parents (72%)  
 Age 18-24 (75%)  
 Age 25-34 (76%)  
 Age 35-44 (71%)  
 Democrats (71%)

**IMPORTANT TO ASSESS:**  
 Parents (91%)  
 Age 18-24 (92%)  
 Age 25-44 (94%)  
 Age 35-44 (91%)  
 African Americans (94%)  
 Democrat (93%)

# SEL Assessment

- Most have a “somewhat positive” view of different ways to measure SEL, though none of the options have a majority saying “very” positive.
- Measuring school climate and individual skills are more popular than looking at outcomes like chronic absenteeism and suspensions.



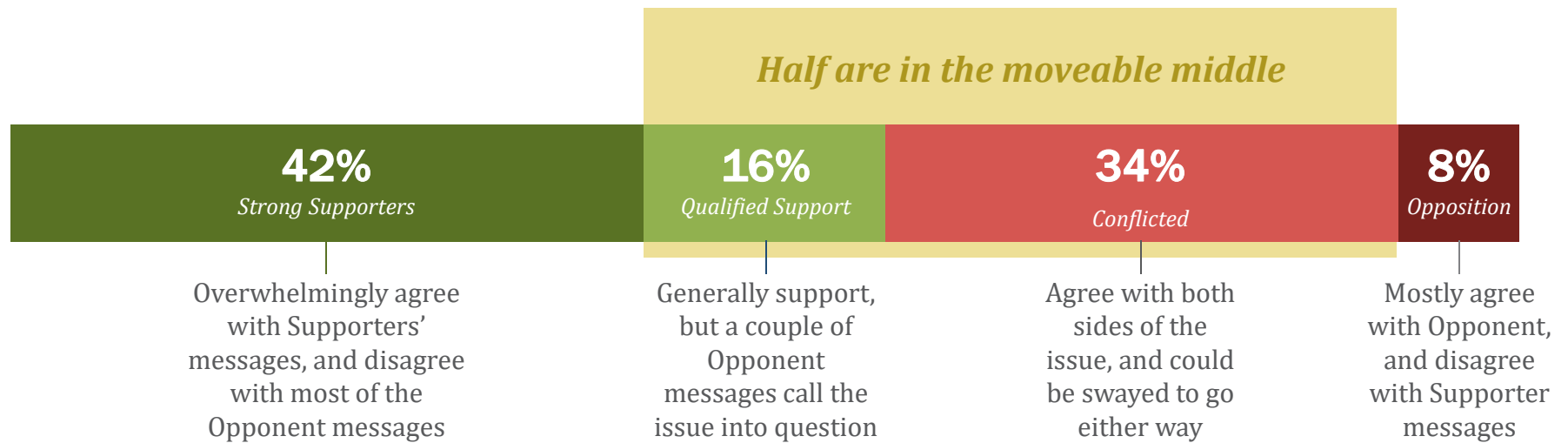
**MORE POSITIVE OVERALL**  
 Parents  
 Age 18-24  
 Age 25-34  
 African Americans  
 Urban  
 Democrats

**PREFERRING STUDENT SURVEYS, TEACHER OBSERVATIONS OR ASSESSMENT**  
 Parents  
 Age 18-44

# Messaging & Outreach

# Reactions to Messaging

- Respondents were exposed to messages for and against schools reinforcing social, emotional, and academic skills during the school day.
- Feedback across responses shows just how volatile opinion is, and how important it will be to proactively shape the conversation.



# Supporter Messaging

Large majorities agree with the range of Supporter messages – from real-world preparation, to equity, to one about being ready to learn.

	TOTAL	STRONG SUPPORTERS	QUALIFIED SUPPORT	CONFLICTED	OPPOSITION
Teaching real-world skills and traits helps students be better prepared for college, the workforce, and life.	91%	98%	95%	87%	65%
We need to make sure that all children -- no matter who they are, where they're from, or how much money their family makes – develop the social, emotional, and academic skills they need to succeed in life.	87%	99%	93%	81%	29%
Children equipped with social, emotional, and academic skills are ready to learn and do better in school.	86%	97%	90%	81%	38%
We live in a very different world today, with more social media, bullying, violence, and suicide – making it even more important for teachers and schools to reinforce skills and traits that help students deal with these issues effectively.	84%	97%	89%	79%	19%
If we don't support every child while they are in school, then problems will grow as children become adults and impact society.	82%	97%	87%	74%	19%
Learning is social and emotional. We cannot reach the full potential of academic learning without addressing the full range of needs.	79%	97%	83%	72%	11%



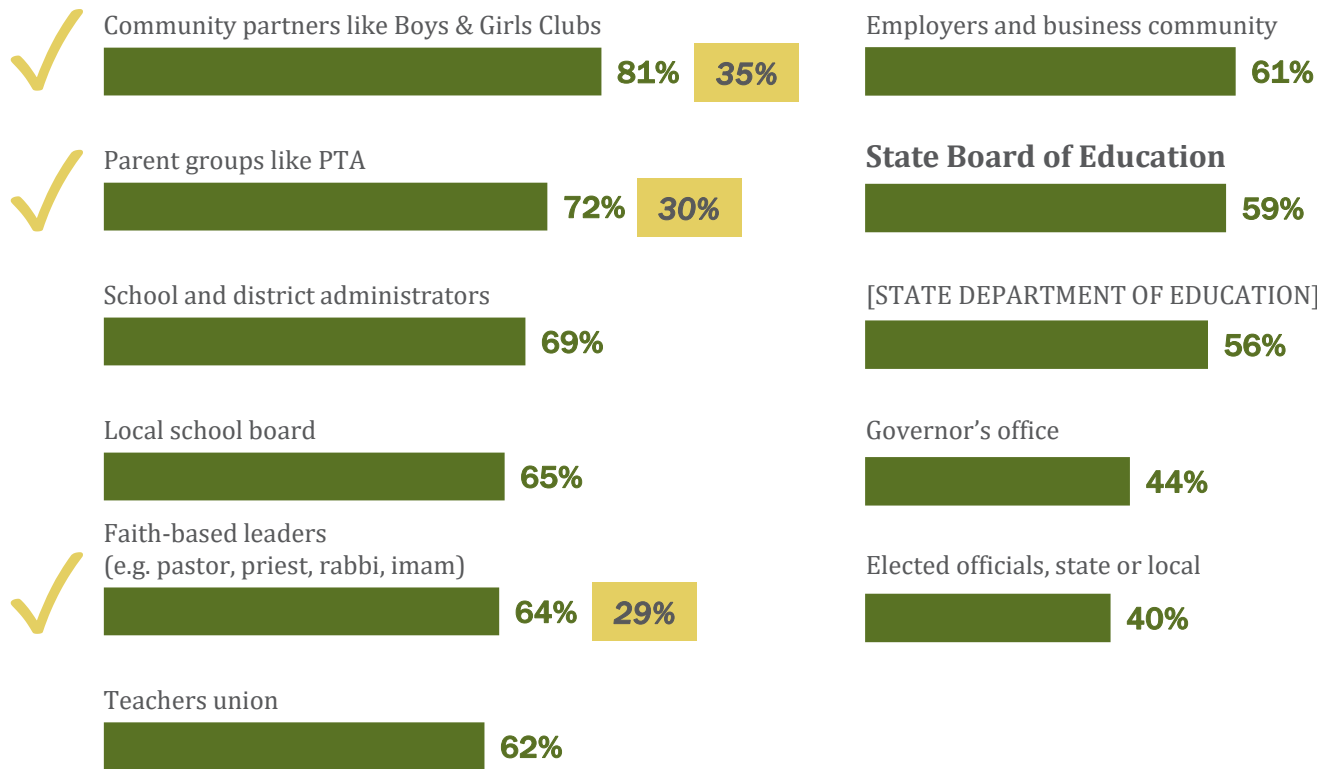
# Opposition Messaging

While fewer agree with opponent’s messages, more than half are swayed by messages about evaluation, sapping teacher resources, and kids being labelled.

	TOTAL	STRONG SUPPORTERS	QUALIFIED SUPPORT	CONFLICTED	OPPOSITION
I worry there will be “standards” and that students will be graded or judged on their feelings.	59%	34%	63%	80%	91%
Teachers are overworked already – they don’t have the time or resources to do this well for all students and cultures.	55%	30%	60%	79%	81%
This could lead to children being labelled for life because they had a behavior issue that was determined by someone who might not understand him/her.	55%	31%	61%	78%	76%
Schools should be focused on academics – reading, writing, math, and science – and not teaching children how to think, how to act or what to feel.	47%	8%	46%	83%	97%
I am concerned that the government will collect personal data on students, which is a violation of privacy.	46%	18%	52%	71%	77%
Schools and community programs should stay out of teaching values, because it is the job of parents.	40%	6%	24%	77%	94%

# Messengers

Groups like Boys & Girls Clubs and PTA are seen as particularly effective messengers. Six-in-10 are confident in their State Board, more than the Governor or other elected officials.

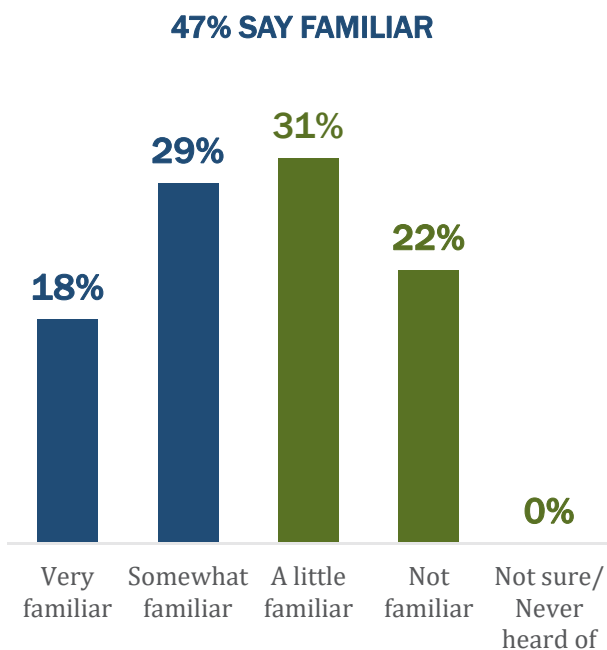


**COMMUNITY PARTNERS** garner the most confidence across Community Influencers by Parent/Non Age Ethnicity Income Urban/Suburban/Rural Party ID

**FAITH BASED LEADERS** inspire most confidence from Conflicted and Opponents

# State Board Awareness

- About half are familiar with their State Board.
- Numbers are slightly higher in IL, where the Board & Department have the same name.



**% VERY/ SOMEWHAT FAMILIAR**

CT	44%
IL	52%
KS	48%
MI	47%
WA	43%

**MORE FAMILIAR OVERALL**

- Parents
- Age 18-44
- Hispanics
- African Americans
- Urban
- Republicans

*“Governs the state’s schools and resources.”*

*“Set standards and goals for each school year.”*

*“Create rules and regulations and makes sure you adhere to standards.”*

*“They regulate and monitor schools, and they set the curriculum.”*

*“State Board of Education, is generally NOT honestly a policy board, but a political board.”*

# Priorities for State Boards

Comments reinforce the role State Boards have in supporting quality teaching, resource equity, and SEL/whole child development.

## TEACHING

Better textbooks, better teachers.

Better skills in math and science should be learned by all students, even if it is HARD.

Focus on relevant math curriculum besides required curriculum for college bound students.

Improving the quality of education.

Improving the quality of public education in grammar and high schools. Hire better teachers.

Teacher qualifications and hours.

Giving teachers reasonable class sizes by having enough teach.

Accountability.

## FUNDING

Funding and fluency.

Advocate for schools. Resolve funding issues.

Improving schools in the inner city, and distribute funds more equally.

More money to schools.

Pump more money into the public schools.

Better budgets for all school. More evenly spread out. Better focus on education that matters.

Maximize funding and ensuring educational equity for all students.

Equity in resources allocation, stabilization of funding.

## SEL/WHOLE CHILD

Focus less on test scores and more on developing children as positive human beings.

Be moral, instill faith-based morals in children.

Social development, equality in education, cultural diversity understanding.

Social and emotional development skills. Learning the dangers of social media, try to figure out how.

Making sure that all kids get the same education.

Student social skills.

Healthy and delicious food options for kids.

More on bullying.

# Equity Messaging Takeaways

All audiences agree on the importance of equity in opportunities and students treating others with respect.

## STRONG MAJORITIES SAY EQUITY IN OPPORTUNITIES IS VERY IMPORTANT

Providing high-quality education opportunities for all students across the state

**77%**

Closing the achievement gap and improving outcomes for students of color and from low-income backgrounds

**61%**

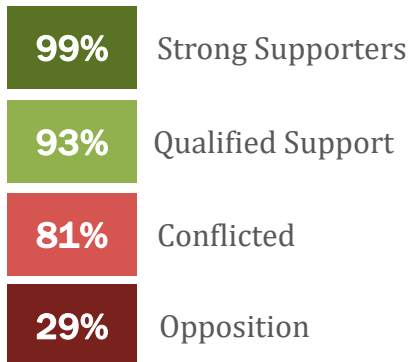
### ACHIEVEMENT GAP IS A HIGHER PRIORITY

- Hispanics (**69%**)
- African Americans (**84%**)
- HH <50K (**67%**)
- Democrats (**70%**)

## DIRECT MESSAGING ON EQUITY RESONATES WITH SUPPORTERS

“We need to make sure that all children – no matter who they are, where they’re from, or how much money their family makes – develop the social, emotional, and academic skills they need to succeed in life”

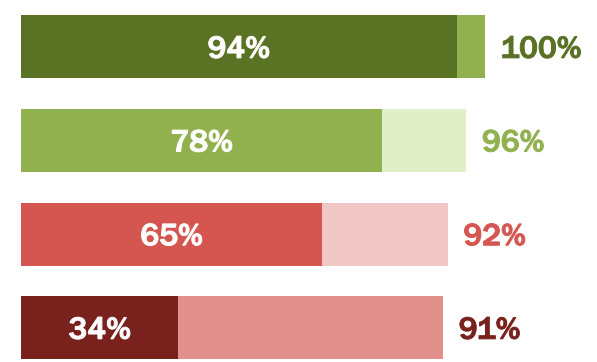
### % STRONGLY/SOMEWHAT AGREE



## "RESPECT" IS A THEME THAT SPEAKS TO ALL

“Students respect other people and cultures ”

### % VERY/SOMEWHAT IMPORTANT



# Communication Implications

- Community Influencers are an important audience that can be motivated on SEL. Tying SEL into other policy issues of the day makes it even more relevant. Top K-12 priorities for Community Influencers:
  - Teaching the basics (83%); ensuring students feel safe (79%); providing high-quality to all (77%); preparing students for the real world (76%). Highlight the interconnectedness.
- “Social, emotional, and academic development” and “Life skills” are preferred terms. “College and career readiness” resonates with the skeptics. These phrases must have a place in State Board messaging.
  - While “Social and emotional learning” has awareness and descriptive value, it is not a phrase that rallies this audience.
- State Boards can advance the dialogue in two ways: 1) highlighting SEL skills and behaviors to reinforce in school, and 2) building comfort with assessment.
  - Consider grade levels and relevant skills when storytelling about SEL. For instance, it’s more important to highlight how SEL connects with “basic” academics in elementary school, while reinforcing “responsible decision-making” in high school.
  - Tread carefully when talking about assessment, and don’t lead with this. It’s slightly easier to talk about student/teacher assessments and school climate measures (with assurances that students will not be judged or labeled); be cautious about measures that highlight absenteeism, suspensions, and graduation requirements.

## Communication Implications (cont.)

- An overarching message works for all Network States and audiences: “Teaching real-world skills and traits helps students be better prepared for college, the workforce, and life.” This is consistent with other research.
  - Secondary messages also help build the case: “We need to make sure that all children – no matter who they are, where they’re from, or how much money their family makes – develop the social, emotional, and academic skills they need to succeed in life”; “Children equipped with social, emotional, and academic skills are ready to learn and do better in school.”
  - Messaging about social problems or problem children is less compelling, and can rile Opponents.
- Anticipate and be prepared to address top arguments from the opposition: concerns about evaluation, labelling, and educator resources. Speaking to teacher training/prep can help.
- State Boards can be effective messengers and have convening power for SEL.
  - Supporters want to hear from Educator voices; all in-state want to hear from Community Partners; and skeptics want to hear from Faith-Based leaders. These are more effective partners than other public officials.
  - Community Influencers Age 18-24 are an important constituency. Throughout the survey, these recent students and up-and-coming parents are consistently more informed and engaged. The data suggests they have a role to play in SEL now and into the future.

# Appendix



# “Community Influencer” Profile

# 1,036

Respondents



- 11%** Hispanic
- 85%** Caucasian
- 12%** African American
- 4%** Asian
- 3%** Native American

*Multi-select, may not add to 100%*

- 49%** Male
- 51%** Female
- 36%** Parents

- 52%** Church, synagogue, temple, other
- 42%** Volunteer/civic organization
- 24%** Your child/ren’s school
- 21%** Local community interest group
- 14%** Youth sports league
- 12%** Parent Association (PTA)
- 10%** Youth program (Girl Scouts, Boy Scouts, 4H)
- 10%** Civil rights organization
- 9%** Business community association
- 5%** Local School Board
- 4%** Immigration and refugee rights organization
- 4%** Women’s club (Junior League)



**88%**

Vote “Most” of the time



**67%**

Follow News “Most” of the time



**24%**

Serve in Leadership Roles

- 12%** HS or less
- 20%** Some college
- 11%** 2-year degree
- 35%** 4-year degree
- 21%** Grad degree

- 47%** Employed full-time
- 14%** Employed part-time
- 5%** Homemaker
- 21%** Retired

- 56%** <75K HH income
- 40%** 75K+ HH income
- 4%** Prefer not to say

- 28%** Republican
- 27%** Independent
- 40%** Democrat

- 15%** Very conservative
- 21%** Somewhat conservative
- 26%** Moderate
- 20%** Somewhat liberal
- 16%** Very liberal

# Demographics of Support-Opposition

**42%**

## Strong Supporters

83% White  
 10% Black  
 13% Hispanic

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37% Male  
 62% Female

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45 Average Age  
 30% Parent

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44% HS-AA degree  
 34% Bachelor's  
 23% Graduate

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25% Urban  
 50% Suburban  
 25% Rural

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44% Republican  
 34% Independent  
 50% Democrat

**16%**

## Qualified Support

80% White  
 11% Black  
 9% Hispanic

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45% Male  
 55% Female

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45 Average Age  
 34% Parent

---

47% HS-AA degree  
 43% Bachelor's  
 10% Graduate

---

26% Urban  
 49% Suburban  
 25% Rural

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17% Republican  
 32% Independent  
 46% Democrat

**34%**

## Conflicted

82% White  
 12% Black  
 12% Hispanic

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61% Male  
 39% Female

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39 Average Age  
 44% Parent

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44% HS-AA degree  
 34% Bachelor's  
 22% Graduate

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40% Urban  
 41% Suburban  
 19% Rural

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39% Republican  
 25% Independent  
 30% Democrat

**8%**

## Opposition

91% White  
 5% Black  
 9% Hispanic

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70% Male  
 30% Female

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52 Average Age  
 33% Parent

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33% HS-AA degree  
 35% Bachelor's  
 32% Graduate

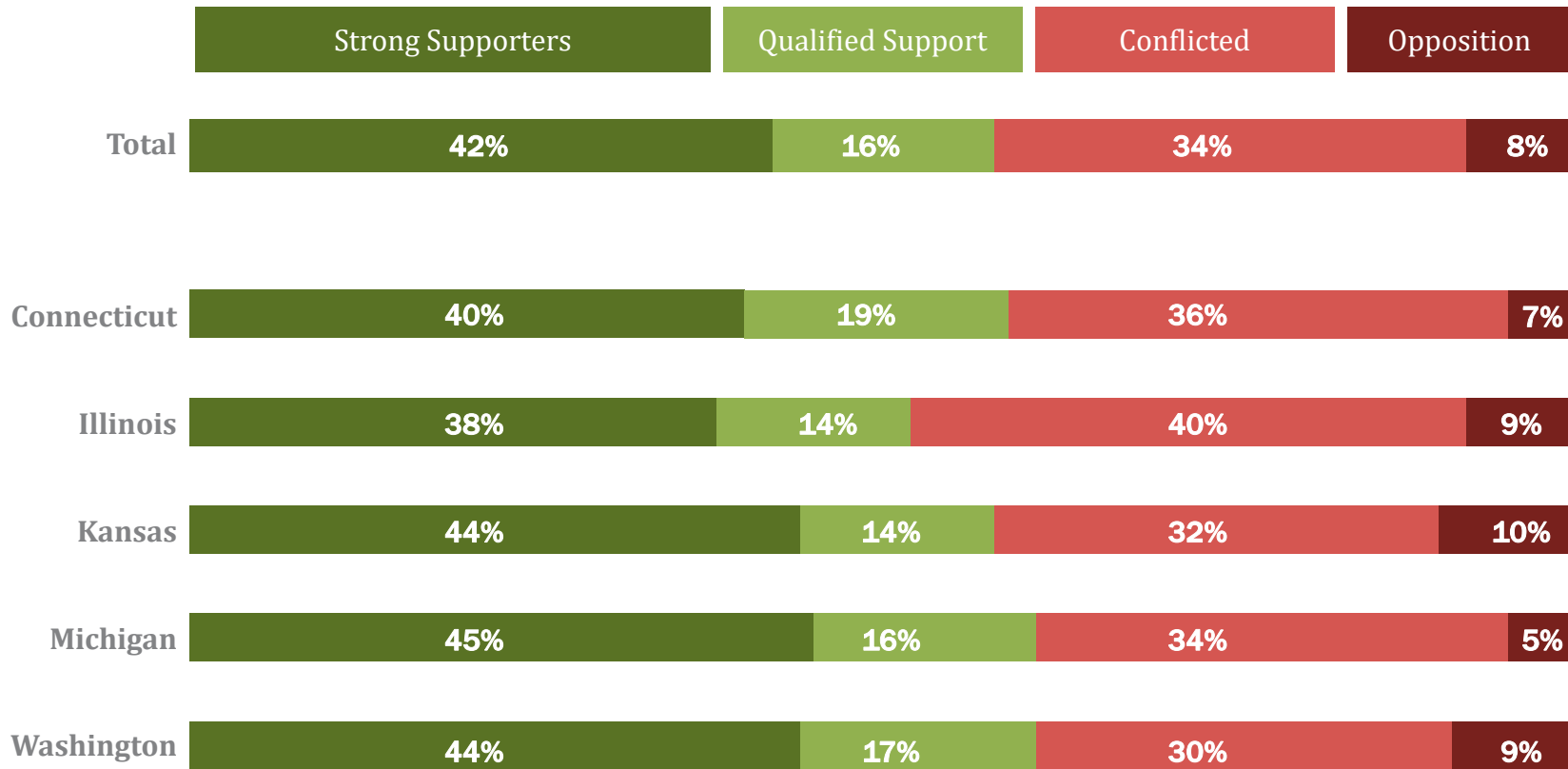
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20% Urban  
 46% Suburban  
 34% Rural

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44% Republican  
 33% Independent  
 13% Democrat

## Index (By State)



# Behaviors by Subgroups

	TOTAL	CT	IL	KS	MI	WA
Students treat others with respect	86%	87%	82%	83%	88%	89%
Students know the basics of reading, writing, math, science, etc.	85%	86%	82%	86%	86%	87%
Students take responsibility for their thoughts and actions	85%	84%	84%	87%	83%	85%
Students keep growing – intellectually, emotionally and socially	77%	80%	74%	76%	75%	81%
Students respect other people and cultures	77%	78%	72%	78%	79%	78%
Students show critical thinking and problem solving	75%	76%	74%	78%	73%	77%
Students work hard, stay on task, and stay motivated	73%	74%	74%	78%	69%	70%
Students speak for themselves with confidence	67%	69%	66%	65%	72%	64%
Students are ready to be active, engaged citizens	64%	63%	61%	65%	65%	64%
Students follow through on personal interests, goals and passions	63%	66%	57%	62%	67%	64%
Students show independence (in age-appropriate ways)	63%	69%	58%	65%	63%	58%
Students show creative thinking	55%	60%	54%	54%	53%	57%
Students give back to their community	49%	50%	48%	50%	52%	46%

## PARENTS SAY MORE IMPORTANT

Students speak for themselves with confidence (71%)  
Students show creative thinking (60%)

## AGES 18-24 SAY MORE IMPORTANT

Students respect other people and cultures (81%)  
Students speak for themselves with confidence (79%)  
Students follow through on personal interests, goals and passions (74%)

## HH <50K SAY MORE IMPORTANT

Students show independence in age-appropriate ways (68%)

## AFRICAN AMERICANS AND DEMOCRATS FIND MANY OF THESE MORE IMPORTANT

# SEL Policy Priorities by Subgroups

	TOTAL	CT	IL	KS	MI	WA
Ensure that all students learn the basics of reading, writing, math, science, etc.	80%	80%	79%	84%	75%	82%
Make sure principals and teachers get training in social and emotional learning	61%	62%	57%	60%	61%	63%
Incorporate social and emotional learning in teacher preparation requirements	52%	51%	54%	47%	53%	57%
Integrate social and emotional learning into K-12 academic standards	50%	51%	47%	43%	56%	50%
Incorporate social and emotional learning in the state's School Improvement strategy for low performing schools	48%	49%	49%	42%	52%	47%
Set K-12 learning standards for social and emotional development	46%	50%	50%	40%	50%	43%
Create community partnerships to teach social and emotional learning in- and out-of-school	46%	49%	48%	40%	52%	44%
Identify and fund social and emotional learning curricula	43%	43%	44%	34%	51%	44%
Develop measures to assess students' social and emotional competencies	42%	45%	44%	36%	45%	42%
Develop school-wide social and emotional learning initiatives (not curricula)	42%	45%	42%	35%	44%	44%
Incorporate social and emotional learning into high school graduation requirements	38%	39%	41%	32%	42%	38%

## PARENTS SAY MORE PRIORITY

Teacher prep (57%); School improvement strategies (54%); Set K-12 standards for SEL (52%)

## AGES 18-24 SAY MORE PRIORITY




Principal and teacher training (67%); Integrate SEL into K-12 standards (61%); Teacher prep (58%); School improvement strategies (57%); Identify SEL curricula (57%); Community partnerships (55%)

## HH <50K SAY MORE PRIORITY

Principal and teacher training (67%); Teacher prep (58%); School improvement strategies (56%); Set K-12 standards for SEL (56%)

## HISPANICS, AFRICAN AMERICANS AND DEMOCRATS SAY MORE A PRIORITY

# Measure Preference by State

	CT	IL	KS	MI	WA
<p>Measures of a school’s environment, climate and culture as assessed through surveys of students, teachers and parents, or observations of class, school, and district practices.</p> <p> <b>33%</b></p>	31%	38%	35%	29%	32%
<p>Measures of individual students’ social and emotional skills, habits, and mindsets as assessed through student self-report surveys, teacher observations, or assessment.</p> <p> <b>37%</b></p>	41%	32%	36%	38%	37%
<p>Measures of related student outcomes, including school absences and suspensions, that are related to schools teaching social, emotional, and academic skills.</p> <p> <b>6%</b></p>	17%	15%	13%	<b>22%</b>	14%

# NASBE

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National Association of  
State Boards of Education

The National Association of State Boards of Education is the only national organization focused solely on the nation's state boards of education. NASBE develops, supports, and empowers citizen leaders on state boards of education to strengthen public education systems so students of all backgrounds and circumstances are prepared to succeed in school, work, and life.

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