Advancing from Social-Emotional Learning (SEL) Implementation to Sustainability

SEL programs can improve students' social, emotional, and academic outcomes. However, schools often abandon initiatives mid-year or adopt new programs with leadership changes. Confronting problems that arise in the gap between implementation and sustainability can help adults and children continue to benefit from SEL programming in schools.

Avoid common pitfalls in the process of SEL program diffusion.

Dissemination Administrators research SEL programs and	on Adoption Administrators select program(s)	Implemen Teachers and staff enact pr	d school		Sustainability Program(s) are maintained over time	
approaches	Program diffusion falters when administrator engagement ends after program adoption		SEL programs,	Schools successfully implement SEL programs, but often fail to sustain their efforts over time		
1 System	atically evaluate and	adapt as yo	ou implement.		One meta-analysis found that effect	
(2) Establish shared language and routines for interactions.					sizes were three times greater when programs collected data about	
3 Empower natural SEL advocates in schools to guide adaptation and identify community partners.						
\bigcirc	e adults and spaces in m(s) don't currently re		ng that SEL		implementation.	
The Collaborati growing numbe	Fights from model im ve for Academic, Social, an r of districts since 2011. C/ leveloped through their par	d Emotional L ASEL and the	earning (CASEL) has Collaborating Distric	s supp cts Ini [:]	oorted implementation tiative (CDI) share mai	
Chicago, Illinois 371k students 78% low-income				Cleveland, Ohio 39k students 100% LOW-INCOME		
	rs of implementation have yie of resources & evidence for SE			"Clev	veland schools help ents solve struggles, not	t
			00	just j	Dunish, after local crisis' October 15, 201	
Wash	oe County, Nevada				ashville, Tennessee 4k students 73% low-income	Ξ
SEL sp	DENTS 49% LOW-INCOME Decialists integrate SEL into by other departments (e.g.,			st	tandards framed as "I Ca atements (e.g., I can set ionitor, and evaluate my	t,

PD led by other departments (e.g., Curriculum; Equity & Diversity)

> Sources: Allbright et. al, 2019; Berg, 2018; CASEL, 2019; Cleveland.com, 2017; Durlak & Dupre, 2008; MNPS "I Can" Statements, 2019 For full references or to learn more about this research, contact Ashley Hunt, aeh6b@virginia.edu @HuntOnEd

goals to achieve success)