

Crosswalk: Other States Social Emotional Learning Benchmarks									
States with free-standing K-12 social-emotional learning standards...									
State	Process	No. of standards	No. of benchmarks per standard	Student indicators specific to grade levels?	Includes resiliency/trauma guidelines?	Includes cultural competency guidelines?	Includes professional staff development?	Includes community engagement?	Integrated into curriculum and/or other standards?
Alaska	<p>Academic, Social, & Emotional Learning Act. Year: 2009</p> <p>Built upon Anchorage School District SEL standards. Alaska ICE received federal funding for a longitudinal evaluation done in partnership with the American Institutes for Research, and in turn helped to fund the Anchorage SEL standards project. Districts also draw on the federal Safe and Drug-Free Schools and Safe Schools/Healthy Students programs to support SEL.</p>	4	6-8	Yes	No	Yes	Yes	Yes	Content & Performance Standards, 4 th Ed; Alaska Initiative for Community Engagement (Alaska ICE); Bullying Prevention - Resolving Conflict Creatively Program
Illinois	Developed in accordance with IL Public Act 93-0495, Sec. 15(a). Year: 2004	10	10	Yes	No	Yes	No	No	
Kansas	<p>Social-Emotional Character Standards approved by the KS Board of Education. Year: 2012</p> <p>Developed using CASEL standards, Anchorage SEL standards, Illinois SEL Standards, and Character.org 11 Principles of Effective Character Development</p>	3	5	Yes	No	Yes	No	No	KS Multi-Tier System of Supports; Positive Behavioral Interventions & Supports; KS Common Core; College & Career Readiness; Safe & Supportive Schools Initiative; 21 st Century Skills
West Virginia	Expected Behavior in Safe & Supportive Schools (Policy 4373) approved by WV Board of Education. Year: 2012	3	5-8	Yes	No	Yes	No	No	WVBE Policy 2315 – Guidance & Counseling; 21 st Century Content Standards for WV Schools

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State	Primary supporting research
Alaska	Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing student's social and emotional learning: A meta-analysis of school-based universal interventions. <i>Child Development</i> , 82, 405-432.
Illinois	<p>Denham, S.A., Ji, P., Hamre, B. (2010). Compendium of Preschool Through Elementary School Social-Emotional Learning and Associated Assessment Measures. Retrieved from: http://www.isbe.net/learningsupports/pdfs/sel-compendium.pdf</p> <p>Shochet, I.M., Dadds, M.R., Ham, D., Montague, R. (2006). School Connectedness Is an Underemphasized Parameter in Adolescent Mental Health: Results of a Community Prediction Study. <i>Journal of Clinical Child and Adolescent Psychology</i>: 35(2), 170-179.</p> <p>Snyder, F.J., Flay, B.R., Vuchinich, S., Acock, A., ..., Li, K-K. (2010). Impact of a Social-Emotional and Character Development Program on School-Level Indicators of Academic Achievement, Absenteeism, and Disciplinary Outcomes: A Matched-Pair, Cluster Randomized, Controlled Trial. <i>Journal of Research on Educational Effectiveness</i>: 3(1), 26-55.</p> <p>Way, N., Reddy, R., Rhodes, J. (2007). Students' Perceptions of School Climate During the Middle School Years: Associations with Trajectories of Psychological and Behavioral Adjustment. <i>American Journal of Community Psychology</i>: 40, 194-213.</p>
Kansas	<p>Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing student's social and emotional learning: A meta-analysis of school-based universal interventions. <i>Child Development</i>, 82, 405-432.</p> <p>Elias, M. J. (2009). Social-emotional and character development and academics as a dual focus of educational policy. <i>Educational Policy</i>, 23, 831-846.</p> <p>Lickona, T. & Davidson, M. (2005). <i>Smart and good high schools: Integrating excellence and ethics for success in school, work, and beyond</i>. Cortland, NY: Center for the 4th and 5th Rs (Respect and Responsibility)/Washington, DC: Character Education Partnership.</p> <p>Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (Eds.). (2004). <i>Building academic success on social and emotional learning: What does the research say?</i> New York: Teachers College Press.</p>
West Virginia	Primary supporting research not provided.

Crosswalk: Other States Social Emotional Learning Benchmarks											
States with free-standing Early Learning social-emotional learning standards...											
State	Age Range	Process	No. of standards	No. of benchmarks per standard	Student indicators specific to age or grade levels?	Includes resiliency/trauma guidelines?	Includes competency guidelines?	Includes cultural competency guidelines?	Includes professional staff development?	Includes community engagement?	Integrated into curriculum and/or other standards?
Connecticut	K-3	Kindergarten through Grade 3 Social, Emotional, & Intellectual Habits Framework. Year: 2015	7	4	Yes	No	No	No	No	No	CT Early Learning & Development Standards; CT Common Core
Massachusetts	Pre-K & K	MA Standards for Preschool & Kindergarten Social & Emotional Learning, & Approaches to Play & Learning. Year: 2015 Standards developed by MA Early Ed & Care, MA Dept. of Elementary & Secondary Ed, & Institute for Community Inclusion at UMass Boston. The team held 2 focus groups, 3 public hearings, an online survey to provide feedback on the initial draft, and provided it to national early learning experts for review, prior to adoption by the state.	12	2	Yes	No	Yes	No	No	No	Race to the Top Wrap Around Zone Initiative; Bullying Prevention & Intervention Model Plan; MA Model for Comprehensive School Counseling; Service Learning
States with free-standing Birth – Pre-K social-emotional learning standards...											
Connecticut	Birth – Pre-K	CT Early Learning & Development Standards. Year: 2014	5	2-3	Yes	No	No	No	No	No	
Kansas	Birth – Pre-K	Social-Emotional Character Standards approved by the KS Board of Education. Year: 2012	5	6	Yes	No	Yes	No	No	No	

Crosswalk: Other States Social Emotional Learning Benchmarks	
States with free-standing Birth – Pre-K and Early Learning social-emotional learning standards...	
State	Primary supporting research
Connecticut	Primary supporting research not provided.
Massachusetts	<p>Aronson, J. (Ed.) (2002). Improving academic achievement: Impact of psychological factors on education. New York, NY: Academic Press.</p> <p>Bear, G. G., & Watkins, M. (2006). Developing self-discipline. In G. Bear & K. Minke (Eds.), Children's needs III: Development prevention, and intervention (pp. 29–44). Bethesda, MD: National Association of School Psychologists.</p> <p>Center on the Social and Emotional Foundations for Early Learning (CSEFEL). (2005). What works brief: Helping express their wants and needs. Retrieved from http://csefel.vanderbilt.edu/briefs/wwwb19.pdf</p> <p>Center on the Social and Emotional Foundation for Early Learning (CSEFEL). (2008). Inventory of practices for promoting social and emotional competence. Retrieved from http://csefel.vanderbilt.edu/modules/module1/handout4.pdf</p> <p>Center on the Social and Emotional Foundations for Early Learning (CSEFEL). (2014). What works brief. Role of timeout: A comprehensive approach for addressing challenging behaviors in preschool children. Retrieved from http://csefel.vanderbilt.edu/briefs/wwwb14.pdf</p> <p>Domitrovich, C., Dusenbury, L., & Hyson, M. (2013). Beyond academic competence: The foundations of school success. Retrieved from www.nga.org/files/live/sites/NGA/files/pdf/2013/1303EduPolicyForumNonCogniti</p> <p>Epstein, A. S. (2003). How planning and reflection develop young children's thinking skills. Young Children, 58(5), 28–36.</p> <p>Galinsky, E. (2010). Mind in the making: The seven essential life skills every child needs. New York, NY: William Morrow.</p> <p>Kagan, S. L., Scott-Little, C., & Reid, J. L. (2013). Massachusetts Department of Early Education and Care alignment study deliverable V: Summary of findings and recommendations.</p> <p>Kagan, S. L., Moore, E. & Bredekamp, S. (Eds.). (1995). Reconsidering children's early development and learning: Toward common views and vocabulary. National Education Goals Panel Report.</p> <p>Malsch, A. M., Green, B. L., & Kothari, B. H. (2011). Understanding parents' perspectives on the transition to kindergarten: What early childhood settings and schools can do for at-risk families. Best Practices in Mental Health, 7(1), 47–67.</p> <p>Massachusetts Department of Elementary and Secondary Education. (2011). Guidelines on implementing SEL curricula. Retrieved from http://www.doe.mass.edu/bullying/SELguide.doc</p> <p>National Scientific Council on the Developing Child. (2004). Children's emotional development is built into the architecture of their brains. Working Paper #2. Boston, MA: Harvard University, Center on the Developing Child.</p>
Kansas	See Primary supporting research – States with free-standing K-12 social-emotional learning standards...